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Department of Foreign Language Education

English Language Teaching Program

DEVELOPING INTERCULTURAL AWARENESS THROUGH PORTFOLIO-BASED
WRITING ACTIVITIES IN TURKISH SECONDARY EFL CLASSROOMS

Özge COŞKUN

Ph.D. Dissertation

Ankara, 2024

With leadership, research, innovation, high quality education and change,

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TÜRK ORTAOKUL YDI SINIFLARINDA PORTFOLYO-TABANLI YAZMA ETKİNLİKLERİYLE
KÜLTÜRLERARASI FARKINDALIĞI GELİŞTİRME

Özge COŞKUN

Ph.D. Dissertation

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **ÖZGE COŞKUN** and entitled “Developing Intercultural Awareness through Portfolio-Based Writing Activities in Turkish Secondary EFL Classrooms” has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

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This is to certify that this dissertation has been approved by the aforementioned examining committee members on 27/06/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from/...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

The primary purpose of this study was to investigate the relationship between direct teaching of culture in elementary writing lessons and development of intercultural awareness (ICA) among secondary school EFL learners at a Turkish state lower secondary school situated in the capital of Türkiye. The secondary purpose of the current study was to examine the attitudes from both student and teacher perspectives on developing ICA, focused on the writing skills sections of elementary EFL lessons. The sample consisted of fourteen secondary EFL teachers and 84 secondary EFL learners who were at sixth- (n=45) and eighth-graders (n=39) during the fall semester of 2021-2022 educational year. An adapted version of analytic writing rubric and semi-structured interview items as data collection tools were employed. The quantitative data were run via descriptive and inferential statistics while the qualitative data were analyzed through content analysis. The quantitative findings indicated that the experimental groups demonstrated a substantially superiority regarding ICA development over the control groups based on the achievement scores given to the written assignments in portfolios. Furthermore, between the experimental groups, it was revealed that the eighth-graders showed a slight superiority over the sixth-graders concerning ICA development in writing tasks. The qualitative findings illustrated that both in-service secondary EFL teachers and learners unearthed their general views and experiences about developing ICA and reflected a constructive attitude toward ICA-raising implementations in the pre-writing parts of EFL lessons. Bearing these results in mind, implications and suggestions were presented by addressing to teachers, students and other stakeholders.

Keywords: intercultural awareness, young EFL learners, culture teaching, assessment of writing skills, secondary EFL teachers.

Öz

Bu çalışmanın birincil amacı ortaokul YDİ öğrencileri arasında Türkiye'nin başkentinde bulunan Türk bir devlet ortaokulunda İngilizce yazma becerileri dersleri kapsamında doğrudan kültür öğretimi ile kültürlerarası farkındalık gelişimi arasındaki ilişkiyi araştırmaktır. Mevcut çalışmanın ikincil amacı ise yapılan sözlü mülakatlar sonucunda ortaokul YDİ derslerinin yazma becerileri bölümünde yoğunlaşmış kültürlerarası farkındalık gelişimi üzerindeki hem öğrenci hem de öğretmen bakış açısından tutumları incelemektir. Örneklem, 2021-2022 eğitim-öğretim yılı bahar dönemi içerisinde 45 altıncı ve 39 sekizinci sınıfa giden 84 öğrenci ve MEB ortaokullarında görev yapmakta olan on dört ortaokul İngilizce öğretmeninden oluşmaktadır. Öğrenciler için uyarlanmış analitik yazma rubriği ve hem öğrenci hem de öğretmen görüşleri için araştırmacı tarafından hazırlanan yarı-yapılandırılmış sözlü mülakat soruları kullanılmıştır. Nicel veriler betimleyici ve çıkarımsal istatistik aracılığıyla; nitel veriler ise içerik analizi yoluyla incelenmiştir. Nicel bulgular, portfolyolardaki yazılı ödevlere verilen başarı puanlarına göre deney gruplarının kültürlerarası farkındalık geliştirme konusunda kontrol gruplarına göre önemli ölçüde üstünlük sergilediğini göstermiştir. Deney grupları arasında ise, sekizinci sınıf deney grubunun altıncı sınıf deney grubuna portfolyo tabanlı yazma ödevlerinin başarı puanları açısından ufak bir üstünlük gösterdiği açığa çıkarılmıştır. Nitel bulgular ise hem ortaokul YDİ öğretmenlerinin hem de öğrencilerinin kültürlerarası farkındalığı geliştirme hususundaki genel görüşlerini ve deneyimlerini gün yüzüne çıkardığına ve YDİ derslerinin yazma öncesi bölümlerinde kültürlerarası farkındalığı artırıcı uygulamalara yönelik yapıcı bir tutum yansıttıklarına işaret etmiştir. Sonuçlar göz önüne alınarak, öğretmen, öğrenci ve diğer paydaşlara seslenilerek çıkarımlar ve önerilerde bulunulmuştur.

Anahtar sözcükler: kültürlerarası farkındalık, çocuk YDİ öğrenenler, kültür öğretimi, yazma becerileri değerlendirmesi, ortaokul YDİ öğretmenleri.

“The foundation of Republic of Türkiye is culture.”

Mustafa Kemal ATATÜRK

To my family and,
Dedicated to my students whose eyes always *shine* with the love of learning...

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Symbols and Abbreviations

ALM: Audio-Lingual Method

CA: Communicative Approach

CBI: Content Based Instruction

CEFR: Common European Framework of Reference for Languages

CBI: Content-Based Instruction

CIA: Critical Intercultural Awareness

CLL: Cooperative Language Learning

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

ELT: English Language Teaching

FL: Foreign Language

FLT: Foreign Language Teaching

GTM: Grammar-Translation Method

ICA: Intercultural Awareness

ICC: Intercultural Communicative Competence

L1: First Language

L2: Second Language

L3: Third Language

MLS: Metacognitive Learning Strategies

MoNE: Ministry of National Education

NVC: Nonverbal Communication

SCT: Sociocultural Theory

TBI: Text Based Instruction

TBLT: Task Based Language Teaching

TEYL: Teaching English to Young Learners

TL: Target Language

VE: Virtual Exchange

WCF: Written Corrective Feedback

Chapter 1

Introduction

This part is the introductory chapter that offers the content and rationale behind the current research, which has been brought into use by pertinent studies filtered from the literature review in the framework of the study. The present investigation mainly aims to disclose the potential relationship between the development of intercultural awareness (ICA hereafter) and teaching practices among secondary EFL learners and the prospective reflections of learner and teacher perspectives that affect this process in secondary EFL settings. In pursuit of this, this paper starts with the statement of the problem, and it proceeds through the aim and significance of the study, statement of the problem, research questions, assumptions, limitations. Finally, pivotal definitions of the key terms are scrutinized in this section.

Statement of the Problem

Promoting the awareness of interculturality, understanding, respect and tolerance are some of the basic tenets for spending an adaptive life in this mobilized and globalized world. While most learners can, indeed, come across the benefits in cross-cultural living or learning experiences, a number of people experience psychological blocks and other inhibiting effects of the second culture that they have encountered. Stevick (1976) cautioned that learners could feel alienation in the process of learning a second language, alienation from people in their home culture, the target culture, and from themselves. In order to eradicate these psychological barriers and stereotypes, the development in awareness of the culture might play a pivotal role in human interaction and the development of skills in behaving and responding through culturally appropriate ways. The main aim is to make the individuals notice that different cultures exist. On the whole, teachers should include cultural awareness activities in a foreign language (FL hereafter) course because in this way, according to Tomlinson and Masuhara (2004), they not only

increase the educational value of the course but also facilitate FL acquisition. However, there is no concrete literature that specifically examines the behavioral aspects of intercultural communicative competence (ICC hereafter) dealing specifically with ICA development through writing skills enhancement. In the absence of research using control or treatment groups assessing the three key aspects of ICC, which are referred as knowledge, skills and attitudes (Byram, 1997b), the present dissertation also seeks to bridge this gap in the up-to-date literature related to ICA development through writing skills assessment.

Aim and Significance of the Study

It is a regnant fact that the assessment of culture-integrated language teaching with the aim of uncovering the potential development of students' ICA has been largely ignored and remained as a partly undiscovered side in the context of EFL education. Although there is a growing demand in carrying out examinations that have integrated culture teaching into language assessment for FL learners and have revealed important benefits concerning personal and social growth in a vast quantity of qualitative research, the quantitative studies that evaluate and demonstrate the available conditions in secondary EFL classrooms is relatively inadequate. With the aim of elucidating this issue both in quantitative and qualitative manner, this study is designed to investigate the relationship between direct teaching of culture, which is the deliberate immersion of other cultures, in the elementary writing skills parts of English lessons and the development of ICA among EFL students who are enrolled at a state secondary school in the capital of Türkiye. Besides, in order to corroborate the collected data, (1) the teacher agency and teacher readiness about teaching culture and developing ICA, (2) students' writing performance through ICA development in portfolios and (3) their reflections on ICA are also investigated both quantitatively and qualitatively, which was gathered through an adapted writing assessment rubric and semi-structured interview items.

As Schulz (2009) stated, effective instruction is a recipe for sustained academic success for students. Therefore, it is not be overlooked that effective teaching and assessments are interrelated. On condition that appropriate assessment and teaching based on learner needs are applied, EFL learners will have a better chance in developing their writing skills progressively. On this basis, with the eight research questions of the study presented in the next sub-headings, the participants of experimental groups from writing lessons are posed a set of face-to-face interview questions to uncover their comments on direct teaching of culture and their self-evaluation on their cultural-information repertoire at the end of the implementation phase. Accordingly, the participants could interpret what they have experienced for post-direct teaching of culture at elementary level writing lessons in EFL classrooms. The qualitative data that have been gathered are examined through presenting sample quotes of the participants. The documents dealt with by the researcher are the transcripts of the subjects' comments which have been recorded via a voice recorder. The transcripts have also been prepared by the researcher. The common responses are set in the same group of themes through performing qualitative content analysis.

In teaching an alien language, EFL teachers need to be sensitive to the fragility of students with the help of using techniques that promote cultural understanding (Brown, 2000). Promoting sociocultural competence belonging to our learners of English in Türkiye by introducing sociocultural strategies such as initiating contact, anticipating cultural misunderstandings and using diplomacy in discussions are a means of transmitting other cultures to the learners as mediators. With the aim of defusing cultural stereotypes and promoting cultural awareness, Abrams (2002) successfully used Internet-based culture portfolios in which students explored stereotypical views of the cultures of Austria, Germany and Switzerland through semester-long culture projects. Wright (2000) found that using process-oriented tasks promoted cross-cultural adaptability in teaching German as a foreign language classroom. Choi (2003) used drama as a gateway to ICA and

gaining an understanding for her Korean students of English as a second language. To be frank, there are few things that might contribute to world peace as well as bringing young learners together with arts and different cultures starting from an early age.

In this respect, the significance of the study is based on its features of being preliminary in assessing development of ICA after actual practices of writing lessons in a Turkish secondary education context. In addition, the researcher has adapted a writing assessment rubric which is comprised of value and performance criteria. While the value criterion is pertinent to the skills, attitudes and cultural knowledge about the target language, the performance criterion bears upon the progress in language proficiency of the learners through weekly-written assignments. By means of the interview sessions arranged, triangulation of both quantitative and qualitative findings could render to get more in-depth information about the research questions possible. This might increase the reliability of the study via the integration of diversified evidence. With the aim of enhancing the validity of the current investigation, the researcher also takes not only students' but also teachers' perspectives into consideration both in quantitative and qualitative manner.

Mirici and Hergüner (2015) also referred to the recommendations for both students and student teachers of languages upon the European Portfolio for Student Teachers of Languages (EPOSTL) and the European Language Portfolio (ELP) as a means of recording and reporting language competencies in order to be efficient and multiculturally-adaptive users of language in a standardized way. Specifically, it would provide teachers with keeping step with the global changes when they adopt and apply the recent scientific, technological and sociocultural development in their teaching implementations to attain short- and long-term educational objectives (Mirici, Göksu & Bozkurt, 2013). Henceforth, teachers who follow an experiential or process model of culture learning in the classroom are able to help students turn such an experience into one of the versions of increased cultural and self-awareness. Numerous materials and techniques — readings, films, simulation games, culture assimilators and culture capsules — are available to language

teachers to assist them in the process of managing acculturation in the classroom. As teachers venture into the target corners of the earth and teach English, one of their primary tenets is to form a high level of respect for the native languages and cultures of the other students. One of the worthiest principles that FL teachers can espouse is to provide the preservation of diversity among human beings, at every turn in curricula. In doing so, one must beware of imposing a foreign value system on the learners for the sake of bringing a common language to all. FL teachers can indeed break down barriers of communication through the medium of English, but they are reminded that the two-edged sword of English as an International Language (EIL hereafter) carries the imperialistic destruction in the global ecology of languages and cultures with the danger of death. Hence, the aim of the study is to investigate the impact of the effective teaching language and culture-integrated lessons on improving writing skills of the young EFL learners and examining the perceptions about this process through portfolio-based writing assessment. Via a mixed-method research design, it is presumed that this study would shed light on the perceptions of both practitioners and young EFL learners while developing the learner levels of ICA and their writing skills through authentic tasks.

Research Questions

In quest of theme-to-theme theoretical body of the current study planned to be administered, it is assumed to unfold answers to the following research questions:

1. How should writing-based portfolios be implemented in raising ICA by secondary EFL learners?
2. How should writing-based portfolios be implemented in raising ICA by secondary EFL teachers?
3. To what extent is portfolio-based writing assessment successful for secondary school EFL learners' development of ICA?

4. Is there any development of sixth-grade students' ICA in assessment of EFL classrooms? If so, to what extent?

5. Is there any development of eighth-grade students' ICA in assessment of EFL classrooms? If so, to what extent?

6. Are there any achievement differences between the assessment of ICA in sixth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

7. Are there any achievement differences between the assessment of ICA in eighth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

8. Are there any achievement differences between the assessment of ICA in sixth-grade and eighth-grade EFL classrooms where portfolio-immersed lessons are implemented? If so, to what extent?

Assumptions

It was assumed that the selected sample would be representative of the population in order to make inferences since these young EFL students at the selected secondary school who have come from different cities or even countries as a result of immigration and familial issues was also included. This formed a mosaic of candidates to be an intercultural or at least cross-cultural learners who had diverse background knowledge of their own cultures that they bring into the classroom. It was also presumed that the adopted mixed-method research design in this current experiment-based study was likely to generate the supportive evidence with respect to identifying the efficacy of the treatment and analysis of the interviews conducted. Within this context, it was expected that the researcher was to teach one day a week for each experimental and control group in extra-curricular English lessons through direct teaching of culture. It was also

considered that the adapted version of analytic writing rubric as an assessment instrument would elicit reliable results in scoring sessions.

Attaining reliable and valid results quantitatively was another point to be presumed after comparing the achievement scores of the experimental groups which took the teaching phases of deliberate immersion of other cultures in pre-writing phases overtly, and the control groups which were exposed to indirect teaching of culture in their extra-curricular English lessons course in pre-writing phases covertly. In the second part of study, in order to obtain reliable and valid qualitative findings, it was expected that interviewees both from participant students and in-service secondary EFL teachers from different schools which were located in the similar socio-economic environment venues freely would provide honest responses after comprehending the questions asked by the researcher completely. They were asked to identify their viewpoints on teaching other cultures in addition to the target culture and acquiring intercultural awareness. To preserve anonymity and confidentiality, the names of the participants in interviews were kept and they were abbreviated with a symbol and number. Since the study participants were volunteers, they could withdraw from the research if they would like to do so.

Consequently, it was speculated that the results of this investigation were likely to be useful in Turkish secondary school educational system through its valuable results. In this sense, the conclusions drawn and decisions made could help language assessment specialists, curriculum designers, material developers and EFL teachers for organizing a better teaching and learning environment. To illustrate, language assessment specialists can review the criteria parts of assessment tools for language skills and pay more regard to awareness of intercultural sense if not included or slightly incorporated. Curriculum designers might arrange and design the curricula to aid learners in decreasing their cultural anxiety and avoid adopting stereotypes relating to target culture and other cultures. Material developers could produce culture-synthetic items as realia that are the mirror of other cultures and widely-used materials in the native society for learners to

experience a simulation of real-life situations by using the target language. As a last resort, EFL teachers could create more effective learning environment for learners by booming their motivation toward learning target and other cultures in addition to the target language.

Limitations

The major limitation of the present research is that it solely focused on one of the productive language skills, that is, writing skills in developing ICA levels of the students because it was presumed that the receptive language skills of the students, particularly reading, who were enrolled at the immediate secondary school were relatively more well-developed in contrast to the others. Thus, the researcher expected that the findings of teaching performance-based language skills on tasks and use in written communication could provide the cultural competence with enhancement, by being examined in a more extensive manner.

It is a broadly-appreciated fact that generalizability takes place when a large sample selected is immensely representative of the whole population. In situations where there are resource limitations occurred in the initial stages of research, convenience sampling is used. Because of the fact that there were time and cost limitations in collecting feedback, convenience sampling, which is a type of non-probability sampling methods, was operated in this investigation. The number of the students, who were enrolled at the related secondary school and accepted to take part in the study voluntarily, was relatively lower than those of the previous years because of the pandemic conditions across the country in just same way as the whole world. The pandemic-related reasons brought along the inadequacies due to low socio-economic status of the students. By virtue of the low level of income and economic burdens on the families, most of the students do not have a digital device or internet facilities to keep up with live lessons of their teachers. Accordingly, this posed a huge handicap while collecting the quantitative

data. Therefore, the generalizability of the results in this research to the whole context of Turkish primary education is restricted since the quantitative data were collected from only one secondary school.

Next, the teaching practices were implemented by the researcher in the course of the lesson hours which encompassed the ten-week period. This duration could be lengthened. However, due to the time restriction for the submission of the ethical conduct and under the circumstances of pandemic situations in the duration of 2021-2022 academic year, data collection procedure was squeezed in this period. For further investigations, these limitations and possible suggestions would be taken into consideration within a larger scale while designing the related research. The following section provides the definitions of the terms that are commonly used in the present study.

Definitions

Culture: Defined by Korshuk (2008) as it is a parcel of national identity comprehended as a dynamic mental or emotional construct on the ground of a certain objective related to geography, human geography, history, anthropology, economy and technology and as artifacts in a shared system of beliefs, values, rules and norms of behavior and symbols.

Critical Cultural Awareness: Byram (1997a) characterized the term as “an ability to evaluate critically and on the basis of explicit criteria, perspectives, practices and products in our own and other cultures and countries” (p. 53).

Intercultural Awareness: Baker (2012) defines the term of ICA as it “is a conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into practice in a flexible and context specific manner in real time communication” (p. 66)

Intercultural Communicative Competence: “Knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing others’

values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role" (Byram, 1997b, p. 34).

Portfolio: Defined as a compilation of students' work, which documents their effort, progress and achievement in their learning, and their reflection on the materials negotiated for the portfolio (Yang, 2003).

Portfolio Assessment: Used as an evaluation tool for reviewing the status of student progress and development (Nezakatgoo, 2011). The portfolio as a self-reflection assessment has appeal because it alters the traditional method of writing and institutes a grading system whereby the teacher shares the control and works collaboratively with students (Berlin, 1996). This can be attributed to learning outcomes of a course, and it facilitates review and evaluation of work done (Kennedy, Bruen & Péchenart, 2012).

Process-Oriented Writing Assessment: Lee (2006) demonstrates the sense of this type of writing assessment that it seeks to realize significant real world writing practices since it enabled students to have a chance to revise their tasks and to own opportunities for feedback, discussion, learning and reflection.

Rubric: Turgut and Kayaoğlu (2015) define the term as a scoring guide that is a descriptive list of the criteria which teachers employ to judge the students' performances. Through guiding the analysis of the process in students' efforts or their products, Zimmaro (2004) lays emphasis on students' papers, speeches, portfolios and cases.

Self-Assessment: Considered as one of the clearest representations of formative assessment because it involves students comprehending their own learning process by focusing on their performance and not just on the completion of tasks (Duque Micán & Cuesta Medina, 2017). Chen (2008) explains the term as "aligned with this constructivist concept of knowledge and knowing, the practice of self-assessment creates a setting for students to actively engage in discussions of how their learning performance will be

evaluated, and what desired performance consists of, leading to reflection on what they have achieved with the help of peer and teacher feedback” (p. 237).

Target Culture Awareness: Denoted as being *aware* of the foreign culture in terms of the comprehensive linguistic and cultural dimensions of host country or countries (Belli, 2018).

Chapter 2

Theoretical Basis of Research and Literature Review

In terms of which approaches and techniques should be used in language classroom settings, this concern has been far from uncontroversial for ages. The approaches represent, to some extent, a combination of teaching methods, but it is tangible that they overemphasized the single aspect of teaching beliefs as the core of language teaching and learning. With the preliminary studies, not only the benefits of being knowledgeable about diverse cultures, but also the problems faced during cross-cultural confrontations have been inspected by many studies (Altay, 2005; Hua & David, 2008; Lewald, 1963). Aside from culture-oriented research in learning settings, there is a wide array of studies that have been administered on language assessment and writing assessment as a productive skill for decades (Breland, 1983; Brown & Abeywickrama, 2010; Huot, 1996; Kirkgöz & Ağçam, 2012; Little, 2005; Weigle, 2007). Following the ways of assessing writing skills investigated, alternative ways in assessment have been examined, and rubrics have been one of the most scrutinized alternative assessment tools for productive skills (Bargainnier, 2003; Kohn, 2006; Rezaei & Lovorn 2010; Tierney & Simon, 2004). In this dissertation, because of the fact that the focal point is on writing skills, the writing rubrics were highlighted in the next sub-section. The framework of the dissertation in the present literature was elaborated from the studies conducted in local and international settings. In this pre-planned inspection, initially, the position and significance of culture, target culture awareness and intercultural awareness in FL classrooms were enlightened through the organized studies. Next, the ways to develop intercultural awareness were mentioned by elaborating culture and language teaching in the context of language use. Then, the assessment of writing skills and portfolio assessment as a type of alternative assessment were elaborated. Finally, analytic rubric as an alternative tool for writing assessment was inspected thoroughly in this literature review part.

Fundamental Framework

At the current time, in EFL language classrooms, it could be observed that language is presented and taught in a decontextualized manner without addressing to the culture in which the language itself comes into existence. Practicing in certain grammatical points with multiple-choice item types and learning vocabulary or lexical chunks in isolated contexts, solely repetition drills for single words or set of phrases within the scope of “rote memorization” are experienced by many language students in classroom settings around the world, which reflects behavioristic aspect of language learning (Whong, 2011, p. 116). It is assumed that it is feasible to learn a foreign language without touching upon its culture. Nonetheless, this is not real life oriented and total language learning, which indeed stands for the mechanic side of language learning. It is not to be ignored that language and culture constantly alter each other over time since language and culture are two sides of the same shield. In this regard, “culture has always been an integral part of language teaching” (Kramersch, 2006, p. 322). Many EFL students perceive it as challenging to develop good language skills due to the troubles of cultural adaptation and confrontation (Tseng & Chao, 2012). That is to say, provided people do not comprehend one another’s culture, misunderstandings may occur inevitably.

As Corbett (2003) states, since this impediment could be overcome by dealing with events of cultural discovery and intercultural syncretism through ethnography, visual literacy and cultural investigations, intercultural learning is involved in attaining native proficiency in the TL and prolonged amelioration towards supporting the arbitration between home and other cultures. The intercultural learner is informed about the way of exploring the others’ sentiments without addressing to stereotypes and displaying respect for others’ ideas in their circumstances via reflective evaluation (Bocanegra-Valle, 2015; Corbett, 2003). Therefore, coherence-based process among home and other cultures can be fulfilled by language teaching programs with the outline of dynamic curricula (Moore, Rizzi & Ristanio, 2012). This subject is also dealt with the related sub-section in detail, which is

in line with target culture and ICA and ICC in pursuit of writing assessment with a focused attention to portfolio assessment as a branch of alternative approach by the help of analytic rubrics.

Assessment of Writing Skills

As Crandall and Shin (2014) stated, teachers make use of assessment to (1) place students, (2) keep track of their performance or their achievement, (3) identify their needs for special support, (4) measure and report students' progress, (5) monitor teachers' agency and (6) indicate the demand for instructional modifications. In line with this purpose, one of the utmost goals in assessment is to improve student learning and higher order thinking skills such as problem solving, critical and creative thinking, which have been emphasized in the 21st century learning cycle (Hişmanoğlu, 2012). It should not be discarded that teaching writing skills and its assessment are an important part of academic discourse, and effective instruction is the key to sustainable academic success for the student circle (Schulz, 2009). In this regard, Ewing (1992) mentioned that the teaching method had an impact on amount and type of prewriting quality of writing, which attests that writing instruction and assessment are closely-knitted to each other. This confirms that effective instruction and assessment are interrelated. Provided that suitable assessment and teaching at the heart of learner needs are exerted, English language learners can have a better opportunity in improving their writing skills progressively.

Assessing student writing performance is a crucial duty assigned to writing teachers (Weigle, 2007). However, because teachers are charged responsible for teaching writing in school contexts, Hochstetler (2007) argues in her case study that the failure of pre-service secondary school EFL teachers to teach writing stems from a lack of preparation. Hence, for constituting effective writing skills in higher education also becomes essential, and teacher-in-action movement comes to the forefront as a tertiary level course, which especially puts focal point on two types of writing approach as

process- and product-oriented version. The notion of the process-oriented approach in teaching of writing at classrooms embarked upon in the 1950s as a result of extensive studies about language learners' literacy acquisition (Montague, 1995). This dynamic and interactive demonstration of writing as a process diverges from sentential and mechanics-level assessment of the final product, which is in contrast to the product-oriented writing approach (Lipson, Mosenthal, Daniels & Woodside-Jiron, 2000).

In the same vein, Goldstein and Carr (1996) highlighted that process-oriented writing alludes to a wide array of strategies that consist of pre-writing activities, such as describing the audience, using various resources, planning the writing, drafting and revising. In this sense, the latent quality of process-oriented writing assessment has been extrapolated and suggested; however, it is sufficiently and efficiently not investigated regarding detailed text analysis (Lee, 2006). In process-oriented writing assessment, giving a prolonged time for brainstorming, planning, drafting and revising a text and giving fruitful feedback on it is also of utmost importance (Kellogg & Raulerson, 2007; Storch, 2005). By the help of teachers' specific comments on students' work, students could be able to set a goal in their own writing, which can be run via computers or paper-and-pencil version. Proficient writers make use of multiple revisions, and it has led to the progress of process-oriented approach to writing by impacting assessment styles (Cho, 2003). A process-driven approach in writing "tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting" in which writing emerges as a recursive output like portfolios (Hasan & Akhand, 2010, p. 79). Also known as a type of alternative assessment, portfolio assessment has been detailed in the next sub-section.

Process-Oriented Writing Approach

The notion of implementing process-oriented approach in writing skills classrooms began in the 1950s (Montague, 1995). On contrary to product-oriented approach, which deals with the finished scripts rather than the stages necessary to reach that product,

process-oriented approach as dynamic and interactive mindset for writing gives a lengthened period of time for brainstorming, planning, drafting and revising a written text (Lipson, Daniels & Woodside-Jiron, 2000). Individually or collaboratively, providing direct and indirect feedback when suitable is crucial to develop students' writing skills (Kellogg & Raulerson, 2007). Through teachers' facilitating comments on errors, students could edit their written work or correct their own mistakes through setting a goal by themselves for their own writing. Either via paper-and-pencil mode or computer-assisted environment, the utmost aim here is to clarify meaning and proceed instead of making correction in writing.

It is a widely-known case that competent or qualified writers have profited from numerous revisions, group work activities or peer editions, which results in the advancement of process-oriented approach by also having impact on assessment types in the academic writing skills development (Horowitz, 1986). The essays generated via process-oriented approach have more elaborated opinions and well-structured organization (Cho, 2003). The written text is not assumed in the role of an early presumption as a product here; instead, it evolves throughout the writing process and it comes to the end with a tangible work. In this respect, publishing student writings might be a persuasive and motivating medium of providing feedback (Lehr, 1995). In a similar manner, students who are dealt with portfolios are actively involved in assessment and learning in the process-oriented portfolio program in itself naturally (Ghoorchaiei, Tavakoli & Ansari, 2010). By focusing on the side of the effectiveness of process-based writing instruction, Özdemir and Aydın (2015) implied that the process-oriented writing instruction positively affected students' achievement in both traditional and blog environment. However, they recommended that teachers be aware of the use of blog did not warrant a better writing achievement among Turkish EFL learners; indeed, they concluded that blogging itself did not provide a superior performance in terms of writing achievement (Özdemir & Aydın, 2015).

Moreover, Zhao (2018) touched upon the process-oriented and socio-cultural perspective for enhancing the effectiveness of peer review for writing in EFL and ESL settings. Her study postulated the idea that the peer review session for writing necessitated social interaction among peers who drew on various internal and external resources to facilitate peer review for writing such as using the L1, providing scaffolding, operating interlanguage knowledge, and vocalizing private speech. Yu and Lee (2016) also conducted a study on mediating strategies, and they identified five strategies in the following that were used by Chinese EFL learners in grouped peer review on an argumentative essay: (a) using the L1, (b) L2 writing criteria, (c) applying rules of group works, (d) seeking help from teachers, and (e) playing different roles. When it comes to Telçeker and Akcan (2010)'s study, they aimed to determine how oral and written feedback on the language and content could affect the way pre-intermediate student writers rewrote their first draft on a given writing topic, and they also investigated how teacher feedback affected students' opinions about their writing. The findings of the study demonstrated that written teacher feedback positively affected students' grammatical revisions but had a limited effect on content revisions, which was interpreted as the transfer of L1 writing ability to the L2.

Telçeker and Akcan (2010) also dwelled on the reasons why the pre-intermediate student writers were relatively unsuccessful in revising their content across drafts as well. They assumed that this could be attributed to students' inadequate composition writing ability in their L1 and limited range of L2 vocabulary. In this regard, Hişmanoğlu (2005) pointed that the core target at teaching vocabulary embed the connotations of the words into the long-term memory of the students through teaching culture. By emphasizing the cultural semiotic approach for vocabulary teaching forming around sociopragmatic and sociosemiotic competence in the target language, Hişmanoğlu (2005) also goes into particulars:

It can be stated that the use of semiotic elements included within the nature of the lexical items not only helps learners to deduce the meanings of the words but also leads to the cognitive learning of the words due to presenting visual feedback for the students. However, it should not be forgotten that color names, proverbs, idioms, onomatopoeic words, and compound words, etc. are culture-specific despite the existence of some shared features among different cultures. Hence, students of English encounter difficulty in learning the meanings of color names, proverbs, idioms, etc. in the target language owing to being unfamiliar with the cultural semiotics of that language. (p. 65)

From this perspective, students could struggle with guessing and obtaining the intended meaning because of being unfamiliar with the word system of the target language. In addition, as observed in Yazıcı's (2015)'s master's thesis, it has been observed in this examination that students are generally have difficulty in generating elaborating ideas of a body paragraph in an essay format besides the concern of exceeding word limits, making mistakes and lack of content knowledge. Therefore, in order to ensure the superior teacher-student negotiation and student self-expression at lower proficiency levels, one-to-one teacher-student oral feedback sessions in the L2 with the help of L1 in time of crisis have been suggested to be held in a well-prepared manner by both teachers and students. Last but not least, EFL teachers should encourage their students to write in the TL to enhance their writing performance and achievement through boosting their self-regulation levels (Lam, 2015).

Portfolio Assessment. As one of the basic descriptions in terms of what it means, a portfolio is a purposeful collection of student work that provides a picture of a learner's efforts, progress, and achievement over time (Paulson, Paulson & Meyer, 1991). As regards portfolio assessment of writing, it involves various types of writing samples which are formed in-class and out-of-class time slots by student writers; hence, they are believed to establish control over their autonomous learning (Song & August, 2002). Ataş

(2023) supported this view in her master's thesis that students' identities are transferred into classroom activities and their choice of tasks through autonomous learning experience outside the classroom. By courtesy of portfolio writing and other reflective course designs, there is also promising development in self-evaluation and reflection (Hyland & Hyland, 2006). Specifically, moving assessment procedures into "online delivery or computerized mode" has nowadays given ways to utilizing e-learning initiatives (Öz & Özturan, 2018, p. 67). In this regard, electronic portfolio (e-portfolio) use assessment and learning circles would play a significant role as an instrument of establishing a culture of lifelong learning among users (Acker & Halasek, 2008). This serves as an alternative assessment procedure on a formative purpose (Kırkgöz & Ağçam, 2012).

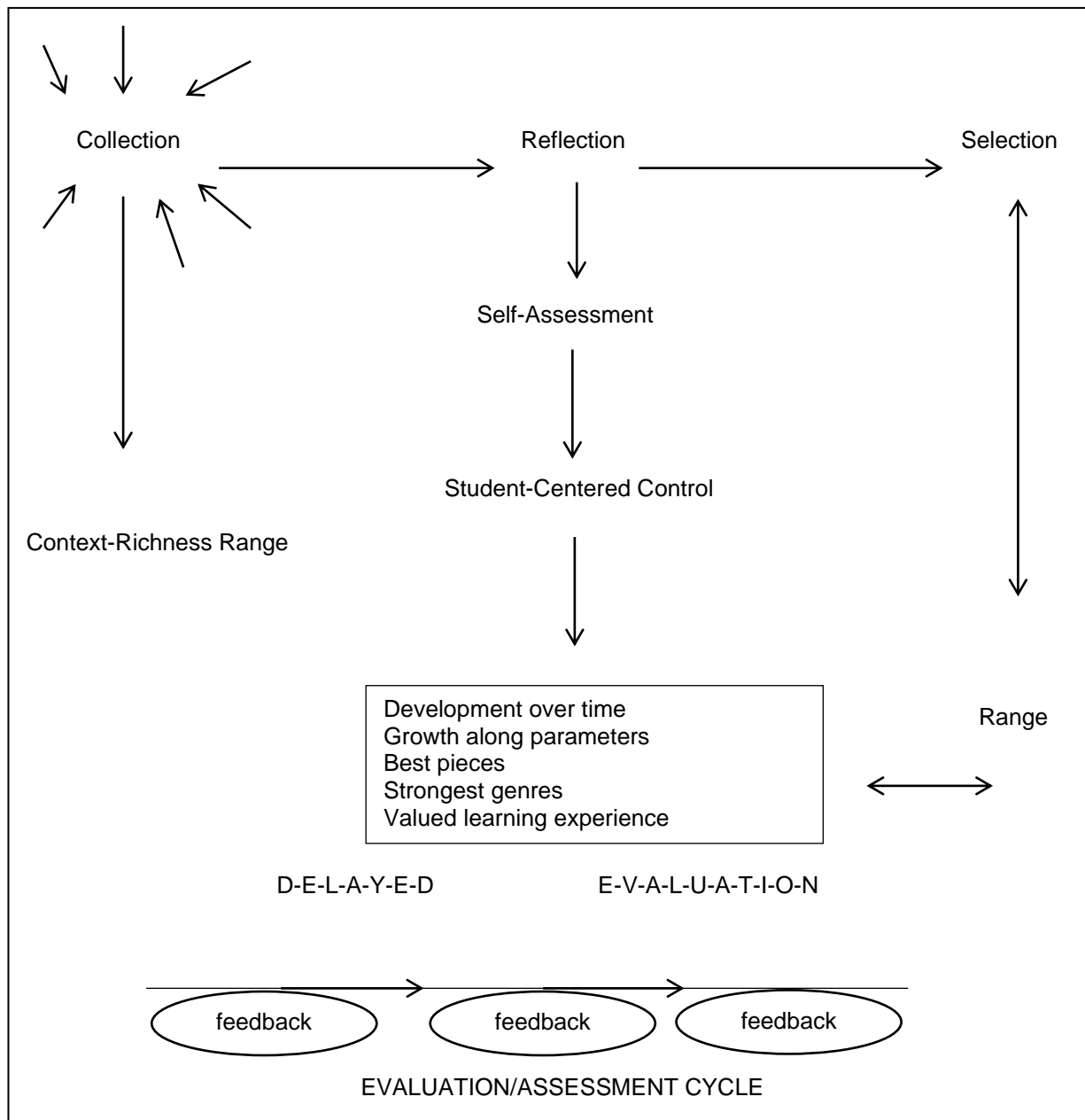
Furthermore, portfolio use not only augments students' comprehension in learning new skills through progressing but also contributes into students' learning from their own mistakes rather than their competing with others by zooming more on the product than the process (Meyer & Tusin, 1999). In this sense, it provides self-assessment for learners by themselves, which reflects and encourages autonomous learning by enhancing learner awareness of the learning process (Council of Europe, 2001). With the aim of improving language skills and developing their levels of language proficiency, learners can make use of a portfolio in which there is an opportunity for their self-evaluation, personal action and lifelong learning. Indeed, all these elements are included in a portfolio which enables a self-evident step towards learner autonomy via shared and guided learning. Aydın (2010) shed light on the students' perceptions concerning, and he found the following two preeminent results in his study: (1) portfolio keeping in EFL writing is useful in improvement of linguistic knowledge such as vocabulary and grammar, and literacy skills such as reading, research and writing skills, (2) EFL writing students are faced with some problems in pre-writing activities, feedback and rewriting processes and while keeping portfolios, they think it is boring, tiring and time-consuming.

Within the nature of alternative assessment, which can be observations, conferences, oral interviews, story or text retellings, writing samples and projects, peer or self-assessment, portfolios enable teachers to assess their students continuously, notice task difficulty and mastery that learners are faced and met. In addition to being alternative and formative assessment type, portfolio assessment is also dealt with teachers' explanations on assignments such as adding something or simplifying how they are presented, and rating assignments through brief feedback, checklists, observation notes and rubrics. As part of being a version of formative assessment, portfolios could be particularly selected and presented to parents or small groups of peers by learners to demonstrate their own progress (Tabatabaei & Assefi, 2012). Learners could also receive comments on items as a form of peer assessment by the older learners, and their showcase portfolios could include the best showcase of the learner's language abilities which is decided by the learner with the teacher guidance.

In terms of substantiality, the portfolio content would be drawings, writings, anecdotal recordings, posters, craft items, quizzes and tests, photographs of projects, recordings and videos of role plays, and so forth. In this regard, as Hamp-Lyons and Condon (2000) remarked, while assessing writing portfolios, collection-reflection-selection cycle provides learners with knowing how they are doing on condition that the given feedback is rich and frequent. These real-world reflective utensils also enable learners to experience the essential intercultural exposure from all around the world since real-life content help learners use English as a tool particularly through songs, games, stories, and projects. In addition to motivating and getting young learners excited towards learning, these aforementioned tools help them use English to interact with the world and become responsible global citizens in the future. With the purpose of achieving this, Hamp-Lyons and Condon (2000) suggested the portfolio assessment model which was based on the classroom portfolio model and consisted of three procedures: collection, selection and reflection (see Figure 1).

Figure 1

Basic Portfolio Characteristics (Hamp-Lyons & Condon, 2000, p. 122)



Not only traditional portfolios in hands but also online portfolios have been gaining importance in educational landscapes, which the global pandemic COVID-19 has undeniably impacted. However, the diversity of these environments, while enriching the e-portfolio areas, has also given convenience for interactions in the use of web-based portals (Çayırıcı, 2007; Dağ, 2011). In this respect, e-portfolios also raise the appropriacy of current technology methods, and feedback supplied by the teacher also notes that e-portfolio has a favorable impact on students in terms of understanding and learning the

lesson better, reviewing the subjects and asking for further information. As a consequence, both two portfolio applications have many a positive contribution both in teaching and assessment. As Richards and Rogers (2014) noted, implementing portfolios in classrooms facilitates learning by doing rather than trying to cover the curriculum in a humanistic teaching environment. Since portfolios provide wash-back effect to modify the detected weaknesses in teachers' instruction, it would be influential that portfolios and curriculum are in harmony. Henceforth, they have also the content validity in enabling to achieve the instructional outcomes (Ataman & Mirici, 2017). Therefore, in order to thoroughly integrate this structure into the Turkish education system, it is essential to fulfill a greater quality of construction in teaching and learning cycle.

Portfolio vs. e-Portfolio Qualities. Within the scope of learning cross-cultural topics in content and experiencing extensive critical thinking work, both of the portfolios have many affirmative remarks, such as academic success, attitudes towards the course, sense of responsibility, creativity and practical skills (Alan & Sünbül, 2015). Meaningful stories and readings, surprising photography, immersive authentic videos, original songs and fascinating facts, vocabulary and contextualized grammar presentations and practices could be realized through hands-on activities. In this regard, learners are actively engaged with the world in English; for instance, learners could explore who they are and who they want to be, so that they can understand better themselves, the others and the world they live in. Similarly, regarding the process of preparing e-portfolios for 35 seventh-grade students' learning styles, Akdoğan Yeşilova (2011)'s doctoral dissertation approved that students' attitudes changed during the process of preparing presentations on Microsoft PowerPoint software, and they described the e-portfolio as gripping and entertaining. Although students were slightly inactive in the beginning, they phased into learning new things in a fun way. Barış (2011) also noted that the use of social networking in education developed interactions through both teacher and peer review, improved learning responsibilities and initiated positive consequences concerning alteration in the intended

use of social networking. To demonstrate the comparison between traditional and electronic ones, as Çayırıcı (2007) quoted, similarities and differences between portfolio and e-portfolio are presented in the Table 1.

Table 1

Comparison of Portfolios and e-Portfolios

Similarities	Dissimilarities	
	Media Communication Environments	
	Portfolio	e-Portfolio
<ul style="list-style-type: none"> • Using goals • Process operation • Security problems • Learner-centered • Exchanging ideas • Continuously updating • Reflective thinking • Multimedia • Presentation of the studies, reflective learning, reflection and sampling • Ensuring the transition to life-long learning • Emphasizing the successful results 	<ul style="list-style-type: none"> • Storage problems • Exchanging ideas is easier among people • Cost of cheap management • Easily publishing of studies 	<ul style="list-style-type: none"> • Application • Easy sharing • Exchanging ideas with broad masses • Focusing on product rather than process • Accessing and updating anywhere • The need of computer and Internet infrastructure to use it • Limited access opportunity

As the world is rapidly growing towards a globalized market, there is no doubt that society and the business world as such are expected gradually but steadily and rapidly to need more people equipped with intercultural competences. Teaching intercultural communication immediately raises the question of assessment. In this sense, self-assessment is considered as a significant activity in itself. It is believed that it encourages autonomous learning, giving learners greater control over their own learning and enhancing the awareness of their own learning process (Council of Europe, 2001). In order to measure the levels of proficiency, the learner can make use of a portfolio in which there is a place for self-evaluation leading to self-regulated learning and taking personal action, and this creates development plans for students on a formative sense (Kırkgöz & Ağçam, 2012; Yastıbaş & Yastıbaş, 2015).

Moreover, the benefits of the CEFR implementations are grounded on an action-oriented approach in Türkiye and across Europe for students and teachers in a frame of three educational principles as *self-assessment*, *cultural diversity* and *learner autonomy*

within a lifelong learning perspective (Mirici, 2015). Since student-choice activities empower learners to take an active role in the classroom, and projects and *express yourself* lessons reinforce the language and content taught in the unit, the students improve their speaking, grammar, pronunciation and vocabulary, and what's more, they feel more productive (Yastıbaş & Yastıbaş, 2015). Writing portfolios can be useful in EFL classes as a quite functional technique for teaching, learning and assessment. They also suggest authentic information about students' progress and help them promote their writing ability in general and writing sub-skills in particular. However, it can be claimed that age, gender, affective factors and background knowledge can moderate the effects of portfolio assessment on writing and its sub-skills (Tabatabaei & Assefi, 2012).

Metacognitive Learning Strategies and Autonomous Learning in Relation to Portfolios. A comprehensive overview of learning theories over the last half century, has unraveled the fact that learner autonomy triggered by the promotion of metacognitive strategies is one of the merit characteristics in learning even though there is no perfect method of learning or teaching in the field of education. While many researchers have accepted the term learner autonomy, which was conceptualized by Holec (1981) in association with the Council of Europe's Language Education Policy, as *the capability to take on responsibility of one's own learning*, they view the term metacognition, which was first used by Flavell (1976), as one's own knowledge regarding one's own cognitive processes and *the ability of learners in planning, monitoring and evaluating the learning process*. Learner autonomy is a condition that spreads over time and does not occur suddenly, which is the outcome of the development of the many a learning theory proposed by numerous researchers in learning environments. On the other hand, metacognition is both about planning for mental processing and control of anxiety, interaction, practice and evaluation by reflecting upon, understanding and building upon awareness of one's own learning (Magaldi, 2010).

By means of using metacognitive learning strategies (MLS hereafter) in order to take an engaged role over the process of learning, learning has nowadays been perceived as an individual operation, progress and assessment addressed to learners' diverse range of interests embracing portfolios and self-evaluation techniques in place of standardized test (Magaldi, 2010). In this respect, Chamot and El-Dinar (1999) touched upon the findings of several investigations that metacognitive awareness starts at quite an early age. Nonetheless, these young learners could not take the liberty of the learning process provided that they do not know the way of learning where the role of the teachers is being the key mediators. In addition, metacognition cannot be taught directly since it is a section of one's internal self-awareness, but learners can be made aware of their learning processes and taught regarding the ways of them through MLS. In spite of the fact that much of the self-awareness development occur in early stages of primary education, it is an evolving procedure, and the guidance are needed for students to be fulfilled with the ways of self-regulation over their learning outcomes, which might be too subtle and intricate for students, otherwise. From this point of view, Little (2004) put forward that the development of language learner autonomy is ruled by three fundamental standards: (1) learner involvement; (2) learner reflection; and (3) appropriate target language use, which were described as *metacognitive dimensions*. Through conscious applications of learning strategies, the development of learner autonomy is the sequel of straightforward and deliberate intention. The noteworthy point here stated by Little (2004) is that learner autonomy cannot be nurtured without self-awareness and metacognition.

In the same vein, Oxford (1990) launched a lucid proposal in order to develop MLS that consist of three strategy series: (1) Centering one's learning; (2) Arranging and planning one's learning; and (3) evaluating one's learning. What she elaborated in terms of activating MLS on the way of becoming an autonomous learner is here that learners be first aware of themselves, their peers and the community in which they live. Magaldi (2010) stated that learner autonomy is not a traditional way of teaching and ought to be

presented as a target promoted by a specific teaching method. Both through teacher-generated tests, and with alternative assessment types based on portfolios and project work, etc. could a framework of student-centered teaching and learning paradigm could be activated during the formation of knowledge via critical thinking. Since learning within the educational context does not take place suddenly, the implementation of learner autonomy requires a thoroughly planned and monitored event through the involvement of both teacher and student perspectives. With the adoption of the progressive curriculum through a renewed syllabus design reposed on the principle of competences and whole person development, Öz (2005) pointed out that learners who are skillful at metacognitive self-awareness are more tactical and carry out the learning action better because metacognitive knowledge can make amends for low ability or lack of related prior knowledge due to the empowering nature of metacognitive skills for language learners.

According to Magaldi (2010), in order to achieve this, classrooms are to be ready for alteration, and teachers should agree that their learners are competent in metacognition and eager to use MLS in the responsibility-based path of learning process. She also presented a model for metacognitive strategy-based instruction to enhance learner autonomy with the sections of *components* and *procedures/methods*. Under the *components* part, she asserted six sub-branches as follows: (1) diagnose; (2) build awareness; (3) determine needs and select strategies; (4) explicit information and activities; (5) monitor strategy use; and (6) evaluate learning progress and strategy use where under the *procedures/methods* part, she posed six sub-sections in response to these six components as follows: (1) teachers' role as administering specific questionnaires or inventories; (2) discussion and reflection among students and between teacher and students; (3) students' and teacher's negotiation of strategies in consequence of the previous stages; (4) integration of students' coursebook or chosen materials from other resources; (5) making use of checklists, diaries and discussions; and (6) self-evaluation questionnaires, portfolios and projects. To sum up, the genuine reinforcement

of the learners rolls up in the identification of the notion that metacognition, learner autonomy and preparation for developing life-long learning skills should be the aims of teachers and instruction systems. By doing so, portfolio assessments could also have positive impacts on the students' metacognitive skills and attitudes towards the lesson (Gencel, 2017).

Analytic Writing Assessment Rubrics. Another important issue to be dealt with is the rubric use in language assessment, which has arisen out of sensible incompetence in traditional assessment strategies. Bargainnier (2003) points at the heart of rubrics with the perspective that rubrics classify performance observations concerning different skill levels, behaviors or product quality to assess systems thinking, procedural knowledge and attitude formation by using certain performance criteria. Rubrics have been utilized in assessment universally because it enables the quality of objectivity, reliability and validity in scoring procedure for a performed assignment to enhance (Rezaei & Lovorn, 2010). In this respect, teacher feedback is a significant factor that acts upon students' writing performance. Likewise, Ahmadi, Maftoon and Mehrdad (2012)'s study pointed out that a significant difference in the performance of the students in uncoded-feedback group over those who were in the direct-correction feedback group and no-feedback control group. The results of the study supported the claim that error feedback in general helped in EFL learners' writing performance, and the uncoded feedback, when compared with the version of direct corrections, provided a more effective strategy to react to students' writings. While improving the design of rubrics or inventing their own, FL teachers' reasonable concern is to be specific to the groups and their current learning needs.

An additional issue on which can be focused is that whether there is a possible rater bias through rubric assessment or not. With the aim of removing the obstacle of subjectivity, two or more raters generally assess the assignments (Schaefer, 2008). Park (2008) argued that using analytic rubrics aids inexperienced raters and teachers in evaluating definite textual characteristics and giving consistent and direct feedback to the

writer. Zhao (2013) argued that the implications of the research findings for L2 writing instruction and assessment, and she seemed to justify that an analytic rubric splits the concept down to minor constituents; henceforth, it is “pedagogically more useful than a vague, intuition-based holistic rubric” (p. 218). Nonetheless, Park (2008) made reference to the challenge in integrating some qualitative judgments such as style and coherence into the analytic rubrics in contrast to holistic rubrics. In short, no assessing process is appropriate for all purposes. In the circle of writers’ specific needs, decisions on the most suitable rating scheme are expected to be applied for the procedure of writing assessment.

Providing Written and Oral Feedback. Yielding feedback to students either orally or in written format has been perceived as one of the chief tasks of EFL teachers, and feedback is widely accepted as a powerful and effective resource for increasing student learning (Schuldt, 2019). It has been observed that feedback has been investigated through the form of written commentary, teacher-student conferencing, writing workshops, computer-delivered version, error correction or peer discussion on lexical and phrasal repetition, questioning, phrase completion and extension, summary and paraphrase statements, and statements of personal affiliation (Hyland & Hyland, 2006). Even though most of the studies highlighted that there was no apparent difference in writing accuracy, certain studies have investigated the impacts of direct and indirect feedback strategies over facilitation of greater accuracy (Ahmadi, et al., 2012; Hyland & Hyland, 2006). While direct or explicit feedback happens during the time that a teacher spots an error and maintains the correct form, indirect feedback refers to the conditions in which the teacher signals that an error has been made, but spaces out for the student to diagnose it instead of offering a correction. As one of the branches of indirect feedback, coded feedback signals where the error is and demonstrates the type of error with a code. For instance, WC means *word choice* and P indicates *punctuation* in the form of an error. As one of the types of indirect feedback, uncoded feedback hints at examples where the teacher marks

the error or tally on it but leaves the student to identify and correct the error. In contrast to several studies which have revealed that both students and teachers have a tendency to prefer direct feedback (Ferris & Roberts, 2001), some research has highlighted that indirect feedback has displayed its greater accuracy over time (Lalande, 1982).

Additionally, the relationship between short- and long-term emotional states and feedback has currently been gaining importance in educational sciences (Taylor, Mather & Rowe, 2011). Having a more diverse student profile and being more leading to learner's needs is a special concern that be taken into consideration by teachers in achieving educational goals. In this sense, Ani (2019) has reviewed a paper in which the role of positive feedback is revealed at the same time as improving students' psychological and physical learning outcomes are presented. She points out that positive feedback is beneficial for increasing students' motivation, interest, persistence, confidence, self-efficacy and academic skills, especially in combination of positive, negative and specific feedback related to individuals. Mitrovic, Ohlsson and Barrow (2013)'s study also confirms that positive feedback affects students' psychological learning outcomes by avoiding uncertainty and hesitation they have confronted in the course of learning activities through increasing their efficiency. At this perspective, Wiggins (2012) pinpoints that feedback can only be effective and useful if it is goal-oriented, clear, well-timed and rational. On the flipside, some research corroborated that error correction on writing was not influential due to the absence of progression, and it displayed that students' performances were higher in the case of receiving no error correction (Truscott, 1996). Biber, Nekrasova and Horn (2011) have brought a seminal perspective to the ongoing debate that not only providing feedback for the location of specific errors but especially also getting students trained in the revision part has been found to be more effective, which is inherently realized through written comments by recognizing the value of both positive and negative evaluation for successful qualities and failing sides of a text. Besides, Dobao (2012) addresses that the texts written by the groups are more accurate than those written

individually and written in pairs. Not only student teamwork but also collaborative partnership among teachers for marking and recording sound files of the conversations around each writing assignment could provide more fruitful retrieval within the teaching-learning cycle (Auld, Ridgway & Williams, 2013).

As opposed to time restrictions in face-to-face feedback sessions between teacher and students, written corrective feedback (WCF hereafter) can be perceived as having a leading and pivotal role in developing and improving students' writing skills through process writing; however, the impact of the word choice in feedback should not be ignored, either. To exemplify, while phrasing comments in the first person appears to be more subjective, comments in the second person which directly address the student could spark off the feeling of being judged (Philip, 2017). With the meaning of positive feedback, it is implied that not only providing positive feedback to good sides with good results but also leaving them feeling encouraged and motivated even in the case of getting poor marks. In this part, teacher-emotionally development is also needed to be enhanced. Via digital feedback on an online environment, accurate, helpful, diplomatic and encouraging feedback is vital of importance. Alternatively, leaving voice or video-recorded feedback can be utilized when the accuracy and intention of the feedback is to be increased in which tone and affect should be attentively pondered. In spite of social isolation where one-to-one contact is minimal in an asynchronous platform, which has been exacerbated by a global pandemic, positive feedback paves the way for an exceptional contingency for teacher-student and student-student connection and community (Kennette & Chapman, 2021). Another major advantage of electronic conferencing feedback is that comments are automatically stored for later retrieval, enabling teachers to print out the transcripts for in-class discussion (Hyland & Hyland, 2006). Other online feedback mediums such as GIFs, images, emojis and emoticons like smiles or thumbs-up showing approval related to the intended message can be found engaging by the students. These small gestural figures can reflect the idea to the interlocutor that they are seen and feel important in large-size

classes when online learning intimidates the students to depersonalize their experience (Aguerreberé, Bulger, Cobo, García, Kaplan & Whitehill, 2019). This real-world digital communication enables the students to build rapport with other classmates and reduce their inner detachment towards both learning and emotional distance especially between teacher and young EFL learners.

Moreover, Aguerreberé et al. (2019) pinpoint that digital feedback as an option is a good choice for providing quick group or individual formative feedback, and it functions as a supplementary to traditional or summative assessment. In order to support and reinforce students for their endeavors, a digital sticker or gamified digital badges might be used positively for an unmarked task or homework through public discussion posts or private assignments, which should not be disregarded that the positive feedback supplied is to be nurturing and have a demanding quality from the student's performance. On the other hand, Aguerreberé et al. (2019) also highlight that busy teachers may not first put positive feedback and concentrate on giving corrective feedback more instead, specifically when implementing new ways of teaching. Besides, AlBakri (2016) lays emphasis on the differences of direct WCF and indirect WCF although providing WCF seems time-consuming and a demanding job. She underpins that direct WCF is supplied via writing the correction above the error, crossing the error or adding the correct word or phrase while indirect WCF is provided through the use of codes, underlining, circling or putting a punctuation mark above the error. AlBakri (2016) also notes that male students are less committed in their works than female students in improving spelling and linguistic accuracy. In this case, students could edit their own errors by themselves using the model supplied by their teacher, and the administration could conduct this implementation through pursuing a process-oriented policy. Finally, she advocates that teachers should abandon the *one-size-fit-all* approach in the feedback area and be adaptive and open to changes in feedback practices on the basis of individual students' needs. From the perspective of providing oral feedback to students' writings, potential variability might

occur in practice; however, quite a little is known about teachers' in-action practices. Schuldt (2019) have examined four fourth-grade teachers' oral feedback interactions during writing instruction, and the results have indicated that teachers have distributed three types of feedback focused and unfocused oral feedback and focused written feedback to students regularly, specifically and positively but in different amounts with the aim of developing content whereas unfocused written feedback has been relatively ineffective than the others.

Henceforth, being purposeful and referring to the point are of vital importance in giving feedback to students (Akbarzadeh, Saeidi & Chehreh, 2014). Küçükali (2017)'s study indicates that detailed and constructive oral feedback aids in developing of teacher-student negotiation, establishing meaningful interaction and making clarification besides the improvement of students' writing skills. The provision of such regular feedback can be problematic especially with larger student samples, though (El Ebyary & Windeatt, 2010). Overall, either through direct or indirect way of providing feedback, the ultimate goal here is to increase students' success and autonomy on the path of correcting their own mistakes independently regardless of the proficiency level and type of error.

Target Culture Awareness

Throughout the years, the dissemination of a language relies on the prominence of its culture by the territory size in which it is spoken as the native or official language rather than the number of the people speaking it, which is one of the core points of educational goals in FLT (Balakian, 1961). From this point of view, a widely spoken language is bounded to its affiliated culture. Cultural knowledge has an impact on listening and reading comprehension, oral production and the accuracy of translation; henceforth, the principal reasons of cultural errors emerge from inadequate knowledge of and insufficient exposure to the target culture and dearth of comparative studies of cultures (Liao, 1996). With the aim of boosting learners' cultural knowledge of and appraisal for global issues,

geography, history, literature and the arts of other countries, both their cultural acquisition and language proficiency could be enhanced by linking associations with their home cultures (Moore et al., 2012). In this vein, Moore et al. (2012) advocate that the integration of language and culture in customizable curricula and classroom activities within the FLT is of vital significance for transcending the traditional obstacles. So, it is evident from here that target culture awareness should be made one of the objectives in language teaching and assessment. In doing so, establishing the balance between Western and non-Western cultures and providing more authentic representations of other cultures are of capital importance in transmitting the message via divergent reading topics (Alzalam, 2018).

By a variety of studies in the related literature, the concept that learning a target culture in educational settings, which is a vital segment for using a target language, has been investigated with a view to teaching English in a comprehensive manner. To start with, the content-matter of using culture regarding *big C* and *small c*, teaching proverbs, idioms, metaphors and integration of nonverbal communication (NVC hereafter) in culture teaching such as use of proxemics, personal space and posture, gestures, face expressions, eye contact and tone of voice within the frame of paralinguistic features, making use of haptics, olfactory and gustatory linguistic elements pave the way for raising target culture awareness (Alptekin, 2002; Kramsch, 2006). For instance, teaching cultural phenomena through cultural topics such as holidays, festivals and special days, greetings, shopping, food and drinks, family bounds and friends, literary works such as books and poems, dance and fashion, movies, song lyrics, karaoke singing, printed and online media and superstitions are of great advantage to execute the authentic foreign language learning for all grades and proficiency levels (Erten, 2015). Henceforth, engaging students' interests in appreciation of cultural identity enables the learner proficiency levels and age range for teachability across gender types to be concerned. In the same vein, Güzel and Altay (2023) noted on the authentic sense of songs accompanied with videos

used in FLT that FL learners could analyze the meanings behind the lyrics, which might enhance learners' ICA by contributing to their overall cultural awareness in the target culture. Within this context, the high fruitfulness of collaboration within conceptual metaphors and their visual manifestations in teaching English idiomatic expressions to young EFL learners has supplied high rate of retention through being entertaining, appropriate and least demanding for children (Khoshniyat & Dowlatabadi, 2014).

Secondly, activating teacher agency for culture teaching, suggesting practical tips for pre- and in-service teachers of English through teacher training, employment of native and non-native speakers of English, and using English as a medium of instruction are other dimensions to be mentioned here (Kırkgöz, 2009). Delivering cultural training courses, which are grounded on the constituents of knowledge, skills and attitudes in order to enhance ICC levels, both pre- and in-service teachers could be provided with the purpose of their establishing interactional bounds between cultures through comprehending and elucidating the cultural incidents (Sarıçoban & Öz, 2014). In an attempt to lessening the apprehension of pre- and in-service EFL teachers' incompetency over target culture, period of study abroad and in-service training through student and staff exchange programs is to be boosted for the development of interpersonal skills (Altay, 2005; İlter, 2013). When EFL teachers' roles are to be purified and filtered, and they need to become both learners of language and learners of culture, an enhanced level of tolerance and harmony between cultures can be achieved through this acquisition process with diverse cultural activities. Thirdly, by the help of direct teaching of culture in FLT classrooms, means of teaching English through culture such as materials, activities, set of culture-integrated language textbooks, online platforms and web-based applications have been widely used on realizing cultural similarities and differences during lessons or courses. Based on these comparisons and contrasts, attitudes towards language learning and cultural awareness have been reshaped, and perspectives of approaches and

methods toward culture teaching have also been examined by many a researcher (Lewald, 1963; Han, 2010; Rohmani & Andriyanti, 2022).

As regards the means of teaching English through culture, Tsou (2005) illustrates that task-oriented and anthropology-process approaches are employed. Crozet and Liddicoat (1999) point out that explicit teaching of culture is to be favored, and Baker (2008) suggests that through a grown understanding of the connection between culture and language, teachers are likely to enable English lessons to provide learners with an opportunity to engage in and reflect upon intercultural events. Provided that the students' language proficiency levels are getting advanced, their demand for perceiving their global responsibilities and adapting more comfortably into another cultural territory increases. Therefore, Thanasoulas (2001) recommended that learners' intellectual curiosity about the target culture be aroused. By functioning this aim, FL teachers can enable their students to be aware of the fact that there are no superior or inferior cultures, and cultural differences exist between home and target cultures, which FL teachers must avoid referring to he stereotypes. Through addressing to the target culture's *big C* elements such as historical and geographical features, architectural structures, and literary works and *small c* features such as clothing styles, values, traditions, religious beliefs, both language and culture learning provide learners with establishing mutual empathy and understanding as well.

Intercultural Awareness

Although the necessity of real communication by virtue of the advancement in technology and growing globalization with a variety of interaction facilities through travelling, doing business and studying abroad, it has been inferred that the culture teaching has still been overshadowed in the field of FLT. Both raising students' ICA and providing them with gaining cultural experiences is a preferable task for FL teachers. In this regard, one of the big challenges when introducing the subject of ICA in combination

with language teaching is the choice of methodology. As a matter of fact, Lessard-Clouston (1997) points to the importance of integrating learners' experiences and knowledge about various languages and cultures in the course of foreign language and culture teaching activities since the linguistic and cultural diversity of a class is an invaluable resource. Therefore, the need for a more contextual approach has inevitably come to the light in FL classrooms.

Accordingly, Crozet and Liddicoat (1999) suggest Intercultural Language Teaching (ILT) as a contemporary approach to language education on the perspective that culture ought to be taught explicitly, which advocates the view that language use is profoundly cultural through conceptual and experiential learning. According to Crozet and Liddicoat (1999), the primary goal here is to raise language learners' intercultural awareness and develop their intercultural competence, which mediates language learners' own with those of the other cultures. To take an example, students can practice how to eat, learn how, and to what extent regarding the other cultures. This type of culture assimilator provides the descriptions of various situations where a person from the target culture interacts with the individual from the home culture that interprets the sense of the behavior demonstrated and speeches produced by the interlocutor. It must be kept in mind that differences which stem from cultural diversity might cause communication breakdowns because of the pragmalinguistic failures such as verbal directness and emotional restraint in expressing oneself (Alagözlü, 2017). With the aim of creating mutual empathy, eliminating misunderstandings and guessing reactions of the interlocutors, doing experiments, making discussions by means of visual aids, FL classrooms overstep being a venue where solely the additional language is taught. In this way, as Lessard-Clouston (1997) notes, evaluation of both language and culture learning makes giving significant feedback possible and keeps teachers responsible in their own teaching implementations.

In this respect, applying the cultural insights into the lesson planning and selection of teaching materials is the accountability of language educators in using tools of teaching

culture and language. An intercultural curriculum consists of literary works, media-related and cultural texts of the TL, which these tools support cultural diversity to be cherished (Lavrenteva & Orland-Barak, 2015). Debates, role-plays and case studies are also among the activities that are conducted since students are believed to convey their points of view and see the world from the eyes of a foreigner. Similarly, authentic pictures could aid students' memory in being activated through more notions prior to the outputs of speaking and writing as the production skills (Sert, 2006). Derived from Communicative Approach (CA hereafter), Communicative Language Teaching (CLT) and its developed versions of methods such as Content and Language Integrated Learning (CLIL), Content-Based Instruction (CBI), Cooperative Language Learning (CLL) and Task-Based Language Teaching (TBLT) infuse in current language teaching methodology. They smooth the way for raising well-set ICA in subject matter through real life purposes. To illustrate, Richards and Rodgers (2014) stated in their book that one of the focal features of CBI and CLIL is to attach particular importance to the development of ICA. These might be demonstrated with texts such as newspapers and magazines linked to students' future area of expertise that indicate various cultural aspects and facts from the other target countries.

Heidari, Ketabi and Zonoobi (2014) summarize the position of culture within the frame of various FLT approaches and methods. They argue that CLT neglects the social identity of the learner in an intercultural setting (ibid.). This method channels native speakers on itself to outline communicative competence in terms of sociolinguistic standards of the target culture. Another method Heidari et al. (2014) analyzed is TBLT that deals with the direct use of culture with cultural artifacts such as postcards, photographs, tickets, receipts and symbols. Heidari et al. (2014) also retrospect to the *innovative/designer methods*, which are the Silent Way, Desuggestopedia and Community Language Learning, under the branch of mode named as *humanistic approaches*. They re-examine the Silent Way as the method which focuses on the target culture as a crucial part of real-life embedded language learning, and they mention about Desuggestopedia

as the method that centers culture learning particularly upon classical music, games and puzzles.

Kumaravadivelu (2003) also elaborates that the post-method pedagogy deals with the requirements of teachers' agency through developing a critical approach to self-observation, self-analysis and self-evaluation of their teaching practices in spite of the academic and administrative restrictions appointed by associations, syllabi and coursebooks. This principled pragmatism can be frontally susceptible to students' needs, their learning targets and self-regulatory strategies. In this respect, the post-methods era has eliminated the notion of *one size that fits all*, which is one of the key characteristics applied especially by traditional methods for decades (Brown, 2002). Overall, raising and mastering ICA is the foundation for having intercultural relationships since especially for those who live, study or work away from their home countries, intercultural awareness is of vital importance to staying alive in this multicultural era. It is to be kept in mind that ICA leads ideally to a point of celebrating diversity as well (Coyle, 2009).

Intercultural Communicative Competence

When it comes to elaborating on the concept of ICA as being more about knowledge and sensitivity to other cultures, Intercultural Communicative Competence (ICC hereafter) refers to the notion that goes beyond awareness and is involved in effectively and appropriately communicating with people from other cultures. Byram (1997) developed a model of assessment of ICC based on five such capabilities, which he termed *savoirs*, which has remained germane to today's research, in spite of some modification or addition. The *savoirs* could be categorized into *knowledge*, *attitudes*, and *skills*. Given the neutrality of the table format of the figure, it is to be highlighted that Byram (1997b) emphasized *savoir s'engager*, which is critical cultural awareness, as the central figure in the model, embodying the educational dimension in which linguistic and cultural knowledge, skills, and attitudes can be implemented and assessed (Byram, 2012).

Thus, cultural input can make learners' contacts possible between cultures by constituting meaningful perceptions (Altay & Özer, 2018). This cultural expedition and intercultural distinction can be fulfilled through ethnography, visual literacy and cultural studies which are broadly subtle themes for intercultural learners (Corbett, 2003).

Table 2

The Savoirs from Byram's (1997b) Model of Intercultural Communicative Competence

Knowledge (Savoirs)	Knowledge about self, other, interaction, the society and its processes. Assessment objectives include knowledge of historical and current relationships between C1 and C2, conventions of communication in C1 and C2, achieving contact with C2, awareness of C1 events from C2 perspective, social distinctions and principal markers in C2, processes of social interaction in C2, and many more.
Attitudes (Savoir être)	The ability to relativize oneself and value the other. Assessment objectives include evidence of curiosity, openness, readiness to suspend (dis)belief about C1 and C2, willingness to engage with and experience C2.
Skills (Savoir comprendre)	The ability to interpret and relate. Assessment objectives include identification of ethnocentric perspectives and areas of misunderstanding and dysfunction, and mediate between conflicting interpretations.
Savoir apprendre or savoir faire	The ability to discover and interact. Assessment objectives include ability to identify significant references across cultures and elicit connotations, compare processes of interaction and negotiate appropriate use of them, use knowledge, skills, and attitudes for mediation.
Savoir s'engager	Critical cultural awareness. Includes an awareness of C1 values and how they influence one's view of C2; relativization of C1; ability to value meanings, beliefs, and behaviors in C2. Self-reflection beyond own cultural biases (as cited in Holmes & O'Neill, 2012). Assessment objectives include ability to identify, interpret, and evaluate explicit or implicit values in C1 and C2; be aware of potential conflict in perspectives.

At the heart of Byram's (1997b) model of ICC, Galante (2015) focused on validating student identity in English language classes, particularly in Brazilian context, suggesting the use of digital literacies, more specifically video projects, which is a helpful way to cross geographical barriers for making connections with other cultures and exploration of people's cultural identities easily accessible. Galante (2015) also gave

sheds lights on three sample video projects applying Byram (1997b)'s five knowledges of ICC in EFL classrooms while students could engage in expressing their cultural identities. These video projects were named as *My Multicultural Identity*, *Your Accent Is Funny*, and *Why Don't You Think the Way I Do?*, and through these video projects, students were asked to reflect on some social and cultural and social issues such as single parents, couples with no kids, the amount of family, work or study time allocated, homelessness, security. By considering on whether they had experienced a similar story and how they dealt with this situation, students were expected to move away from ethnocentric view to the adaptation of cultural relativism through not getting stuck on only one cultural orientation. As Galante (2015) elaborated, since respect rather than tolerance is a salient aspect of ICC, it should be addressed that the differences might not be limited to a country because this could happen in different geographical and social contexts within the same country.

For that matter, intercultural learning elicits not for reaching native accent or proficiency in the TL but gradual steps further towards indigenizing the reconciliation among cultures. The intercultural learner learns the ways of exploring the others' notions without labelling stereotypes and how to respect these notions in their own environment through introspective examinations by courtesy of the modern curricula design (Corbett, 2003; Moore et al., 2012; Bocanegra-Valle, 2015). Thus, Common European Framework of Reference for Languages (CEFR) proposed by Council of Europe in 2001 promotes an intercultural approach to develop the individual's personality and reinforce the identity of *otherness* through using language and culture. What is meant by the term *otherness* is to recognize people from other origins through respect and mutual empathy and understanding in a cycle of interdependent internationalization and mobility (Sarıçoban & Çalışkan, 2011). Because of the fact that being interculturally-aware is essential for a greater mobility, better access to information and personal interaction and more effective

international communication, it has improved business relations and a deeper mutual negotiation in a combination of identity and cultural diversity.

Through applied linguistics and teaching pedagogy, Vygotskian-directed Sociocultural Theory (SCT hereafter) put the progressive mediation in the center with cultural and symbolic tools that evolve in due course rather than solely holding the language products (Byrnes, 2006). The other important elements of SCT, which are *regulation*, *internalization* and the *zone of proximal development*, are considered as inseparable from the humanistic sides of self-efficacy, agency and the impacts of participation (Lantolf, Thorne & Poehner, 2015). Following all these investigations cited, teaching a foreign language crucially calls upon the culture teaching by creating empathy lines between local and target cultures to enhance cultural diversity in which language and culture are intricately attached. EFL teachers had better also pay attention to the ways of encouraging their students' development from the linguistic and cultural perspectives in their academic encounters (Drobot, 2014).

Unquestionably, English has been identified as a means or medium of ICC worldwide. It seems that learners are demanded to command the specific skills for culturally appropriate interaction and manners for both the target culture and other cultures. According to Thanasoulas (2001), a second or even a third voice to can be given to students' beliefs in the light of *cultural strategic competence*. Ali, Kazemian and Mahar (2015) suggest that it is vital to encompass cognitive, affective and behavioral patterns regarding learning EFL with the aim of attaining maximum efficacy of ICC. According to Brdarić (2016), EFL teachers should form a friendly atmosphere in their classrooms before they start teaching the other cultures with a kind of warm-up through culturally-related discussions; for example, they could request learners to bring the realia which reflect their own home culture. Henceforth, students do not disorient when they come across a novice culture. Teachers can prepare their materials related to the target culture from the library, modern-day mass media such as the Internet, blogs, mobile phones and

podcasts. In support of this view, Bashaikh (2012) states that teachers could present the target language and dimensions of culture by using current technologies and through making use of Multiple Intelligences and Total Physical Response especially for young EFL learners.

Beyond CA and the methods inspiring from it, it has been transferred to a post-method era in FLT due to the intricacy and divergence in language learning contexts. In this epoch of the post-method, *eclectic approach* has been implemented by the practitioners in classes. Hu (2002) jots down his remarks that language policymakers and teachers ought to use the eclectic approach tentatively through selecting well-informed pedagogical implications on the ground of appreciating sociocultural impacts. In order to equip students with ICC in which culturally appropriate forms to address people are prioritized and make dialogically suitable requests in daily routines, they need to know values, behavioral patterns, custom-based events of the other cultures. EFL teachers should make use of realia and authentic materials for illustrating comparisons and contrasts, which are the unedited stuff in the TL (Choudhury, 2014; Sariçoban & Çalışkan, 2011). Moreover, these items might be used for every educational grade by watching out for age, background knowledge, interests and language proficiency levels of the learners, underlying and enabling learners to perceive the values and behaviors of the home culture individuals.

Teaching Culture in EFL Classrooms

Due to the fact that culture is continually evolving and altering, it is a both quantitative and qualitative scale of values, customs and communities. Balakian (1961) argues that the educational objective in FLT be the recognition and expansion of a language whose eminence relies on the culture cultivating throughout the years rather than the location where it was born, the number of people speaking it as L1 or official language. On that note, it could be revealed that the status of a widely spoken language

adheres to its relevant culture. With the aim of enhancing learners' acquisition of and comprehension for global issues, languages, arts and literature belonging to the other countries, their language proficiency could be flourished through linking to their home culture (Moore et al., 2012). Kim (2002) argues the necessity of the incorporation of culture into EFL lessons by proposing samples of actual lesson plans enriched with newly designed teaching materials. By recommending the cultural knowledge through portfolios, Kim (2002) suggests that the focus of the lesson be introduce the learners to the notion of culture shock and compare and analyze diverse cultural behaviors of other cultures and countries, crossing cultural misunderstandings and potential prejudice towards certain cultures.

FL students principally remark that they command the language rules, but they are not constantly able to use the language sufficiently because they do not have sufficient amount of knowledge concerning the target culture (Çakır, 2006). The use of English as a lingua franca (ELF hereafter), in which English is not abided by a particular Anglophone culture such as the United States, United Kingdom or Australia, sparks off the demand for mutual negotiation and communicative modes across diverse cultures (Baker, 2012). This would aid learners in viewing the native speakers of the target language as real people in authenticity in their learning process without rejecting others (Abdollahi-Guilani, Yasin, Hua & Aghaei, 2012). Similarly, Alptekin (2002) also argues the significance of teaching English as an International Language (EIL), even though the status in many FLT materials centers upon many a stereotype of United Kingdom and the United States due to the platonized L1 speaker norms of utopian, so to speak, considerations from communicative competence.

In addition to the debate about what type of culture should be taught, one of the major challenges when launching the subject of ICA in combination with language teaching is the choice of methodology in the EFL research area. Zaid (1999) addresses that the Grammar-Translation Method (GTM), which is reposed on the structural

perspective and behaviorist theory of language teaching, involves in culture through a *capital C* or *anthropological culture* view through intellectual sophistication and aesthetic endeavor; however, the Audio-Lingual Method (ALM) grasps culture with a *small c* sense as the way of life in a target language population. Teaching productive skills under favor of authentic oral and written texts through the principle of appropriacy enables learners to use a suitable language for a specific scenario. Emerging in the late 1960s, Communicative Language Teaching (CLT) was aroused by the alterations in the British language teaching methodology around CA as a counteraction to ALM (Demirezen, 2011). Bax (2003) stresses that CLT is much more deals with the ways of communicating instead of putting an emphasis on the context at the center of teaching. Provided that textbooks are designed with the content-based approach involving in global issues, it gives learners a chance to ponder and reflect on the topics they concentrate on (Davari, Iranmehr & Erfani, 2013). From another perspective, Richards and Rodgers (2014) reveal that Text-Based Instruction (TBI) as another method raising cultural awareness boosts using authentic oral and written texts in their social contexts as the premier resource of input. When it comes to portfolio-based teaching and assessment, Heaton (1988) states that Whole Language Approach has given much more importance to the use of portfolios in a classroom context throughout the years of essay-translation, structuralist, integrative and communicative approaches, respectively.

Lessard-Clouston (1997) reports that the view of teaching culture must be taught explicitly. Accordingly, teachers' roles are to be filtered, and they are required to become both learners of language and learners of culture. While teaching target and other cultures, audio-visual aids, flash cards, handouts, compiles, newspapers, websites, movies, videos, games, rhymes, songs, poems, short stories, dramas and other authentic materials from literature could be used to illustrate differences and similarities (Sarıçoban & Çalışkan, 2011). A variety of activities that stimulate learners' interests and participation such as doing role-plays which is a kind of a job interview occurring in another culture,

reading narratives and making discussions, studying the impacts of geography, history or economy on a specific target culture represent great opportunities for learners to smooth away from cultural anxiety (Brdarić, 2016). These might aid learners in avoiding from immoderate cultural restrictions with the aim of perceiving the world through a different angle in the social sphere. Especially for young learners, Çakır and Güngör (2017) propose that EFL teachers could make use of a variety of educational websites such as learnenglishkids.org belonging to British Council, dreamenglish.com, onestopenglish.com, magiccrayon.com, esldrama.com, bbclearning.com, busyteacher.com, eslprintables.com, eslteaching.com, kidspage.com, youtube.com, storybird.com, storyjumper.com that can be given as some basic examples of the most-rated websites by the users. Çakır and Güngör (2017)'s study also reports that Facebook, which has been one of the most used social networking services across the world, is found to be the source of ideas and communication as for the social media. In this vein, it is crystal clear that techniques for the use of technology be integrated into the TEYL, so that more teachers can inspire and find more alternative ways to employ for their presentations and professional lives in socially-distance and virtual classrooms as well.

Chapter 3

Methodology

This chapter pertains to the methodological steps handled in the research. Primarily, a theoretical framework on qualitative and quantitative studies is presented. Specifically, conducting interviews in language assessment and using analytic rubrics in language assessment are stressed here. The present study centers upon a mixed research design, and the specific and detailed qualitative data has been collected to support the replicable findings of the quantitative evidences (Creswell, 2009). This mixed methods research is favorable since it allows for contextualized insights to obtain more generalizable and well-balanced results, even though it might be labor and time-consuming. Subsequently, the aims of the study are examined in detail. The setting in which the data have been collected, the participants who have been involved in the investigation, and the instruments of data collection are also demonstrated. Finally, the data collection phases and an elaborated division on data analysis are scrutinized in this part.

Type of Research

This action research-based quasi-experimental study with four intact Grade 6 and 8 classes with two experimental and two control groups and with no pre-test aims to ascertain whether the completion of portfolio assessment would improve the young EFL learners' writing assessment scores over one semester in the spring term of 2021-2022 educational year. Within this longitudinal and cross-sectional examination, the English lessons were taught in an integration of intercultural emphasis by the researcher. Following this, the experimental groups were required to complete their weekly-assigned portfolio tasks in written form, while the control groups completed the same writing tasks in the traditional written form. The progress was evaluated by comparing the writing scores of the experimental and the control groups. In addition to shedding light on

teachers' interviews in the inquiry of their insights regarding ICA, the second objective of this study is to examine whether any change could be identified in the development of the students' ICA over the implementation period evidenced by their audio-recorded responses regarding experimental groups. It is anticipated that factors such as the low anxiety learning context, the familiarity of the student writer in the recordings as portfolios and topics in the activities would be conducive to the learners' ICA development.

Owing to the fact that the current study applies the mixed methods research design, both qualitative and quantitative data collection and analysis are integrated in order to obtain a more elaborate comprehension of the enclosed research questions in this inquiry (Muijs, 2010; Richards, 2009). Even though action research is controversial among researchers due to the reliability and validity issues, inter-rater and intra-rater reliability are provided with comparable interview transcripts of different participants in detailed analyses and through reanalyzing the writing assessment scores by the researcher and an expert field rater. In order to track the implementation effectiveness of intercultural sessions in the lessons, semi-structured interviews in an open-ended format were conducted. Accordingly, the content analysis with interpretive codes of themes found was performed. Through all these document, content and thematic analysis of qualitative research method, it warrants as a detailed process of investigation from diverse angles.

Because of the fact that qualitative research is concerned with open-ended inspection, the comments of participants are not infinite in a predetermined duration (Yauch & Steudel, 2003). Therefore, it is not to be neglected that the data collected through qualitative research paradigm are not generalizable, and they represent single case studies through close examination. It is a broadly recognized fact that generalizability takes place when a quite large sample selected is comparatively representative of the whole population. Since the participant students, who are comprised of 45 sixth-graders and 39 eighth-graders, are selected from solely one institution in terms of the sample environment, the generalizability issue of the study might be not on a satisfied level.

However, the sample size, which is 84 volunteer students who have participated in the inquiry, has been more than 50 at least as stated above. Likewise, since the present study also endorses qualitative research design, the findings attained from the interviews with secondary EFL teachers and EFL students could be miscellaneous in various cases responded by different interviewees. Therefore, the generalizability of the findings in this inquiry to the whole context of Turkish secondary EFL setting is somewhat confined.

In the quasi-experimental research design, the effect on the dependent variable is investigated by interfering with the independent variable. In such studies, the cause-and-effect relationship is emphasized. The dependent variable causes the result, while the independent variable represents the reason. There is a comparison in the quasi-experimental research paradigm, and the experimental and control groups are formed within the sample (Thyer, 2012). In the present study, this method has been preferred because it is difficult to create the experimental and control groups in the current school structure with equal control variables. Gribbons and Herman (2019) supported this view and reported that the implementation of quasi-experimental research design is mostly adopted by researchers when random assignment is not applicable or practical in educational programs.

For this purpose, an experiment and a control group on behalf of the sixth-graders and eighth-graders are determined by random assignment among the two sixth- and two eighth-graders of the teacher-researcher. In the quantitative dimension, portfolio-based culture-immersed and standard writing activities through culture teaching are viewed as dependent variables whereas the independent variable is the potential development of students at the level of EFL learners' ICA. While there is direct culture teaching equipped with portfolio-based writing activities in the experimental groups, it is planned to implement culture teaching with standard writing activities in the control groups. In addition, with respect to the objectives of the research, the overall research strategy is also grounded on an experimental research design, a quantitative data collection methodology, which

provides the study with measuring of any potential cause-and-effect relationships between factors while controlling other potential extraneous factors by minimizing their impacts on possible research results and keep them stable; henceforth, it strengthens the internal validity of the research (Phakiti, 2015).

By unearthing the volunteer interviewees' viewpoints about ICA, qualitative findings are to display whether the secondary EFL teachers and secondary EFL students have a positive attitude toward using techniques, materials and intercultural awareness-raising implementations they come across in pre-writing phases. The quantitative data are analyzed through descriptive and inferential statistics while the qualitative data are analyzed through thematic content analysis. The qualitative findings are to reveal whether they have any positive viewpoints toward in pre-writing sessions of the lessons. It is presumed that portfolio-based writing assessment would have a positive impact on learners' developing ICA and improving their writing skills much more effectively and autonomously. Before the beginning of the data collection, parental consent forms were obtained. Seven school administration consent forms have been obtained, and parental consent forms was obtained between June and September 2021. Participants of the implementation were informed about the major aims of the research project via an information sheet prior to writing the assignments and through interview guidelines before the interviews being conducted. The participant students were also informed about the Turkish meaning of each benchmark in the writing assessment rubric elaborately, so that they could evaluate their progress more autonomously. Anonymity of results was guaranteed.

Setting and Participants

The participants of the current study are selected through convenience sampling and purposive sampling methods. Even though this strategy might save time, money and effort at the expense of credibility and purposiveness, it is largely practical since the

researcher uses those who are available (Miles & Huberman, 1994). As being widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest, purposive sampling, also known as judgmental, selective, or subjective sampling, is a form of non-probability sampling in which researchers rely on their own judgment when selecting members of the population to participate in their studies. Without a doubt, in an ideal world nobody would employ a convenience sample. However, because of the fact that the postgraduate research generally happens in less-than-ideal circumstances, under time-bound situations, financial constraints and current health status across the country due to the COVID-19 pandemic, the researcher preferred to use this type of sampling. The teaching implementation phase of the research was conducted in one setting. The place was situated at two sixth- and eighth-grade EFL classrooms of a Turkish-medium state lower secondary school in the capital of Türkiye. The participants were from one of the public secondary schools located in Ankara. The sample consisted of 14 secondary EFL teachers EFL teachers who were currently working in Turkish state secondary schools located in the capital city in the same district of the study being conducted. These school venues were chosen based on the similarity of the school conditions and students' socio-economic classes. As to their first language, all of the secondary EFL teachers stated that it was Turkish (100%).

The total number of the participants who were involved in the study is 84 students, which consisted of 45 sixth-graders and 39 eighth-graders, and 14 secondary EFL teachers who were currently working on a state secondary school located in the capital city in the same district of the study being conducted during the fall semester of 2021-2022 educational year. The focus groups from sixth- (n=23) and eighth-grade (n=20) experimental groups were comprised of 43 students while sixth- (n=22) and eighth-grade (n=19) control groups were composed of 41 students in total. The secondary EFL teachers were purposefully selected from the venue where teaching implementation was conducted for the sake of their contribution on the present study with the help of their

teaching and socio-cultural experiences based on the external factors on ICA development. When it comes to the gender and number distribution of the student and teacher participants who took part in the study for the quantitative and qualitative scale of the data collection phases, they are represented in the following Table 3, Table 4 and Table 5 below.

The student participants of the study information table regarding the experimental (E1; E2) and control groups (C1; C2) for collecting the quantitative data is visualized in the following chart:

Table 3

Profile of the Student Participants for the Quantitative Data (N=84)

	Total	Female		Male	
	N	N	%	N	%
6 th Grade E1	23	13	56.52	10	43.48
6 th Grade C1	22	12	54.55	10	45.45
8 th Grade E1	20	12	60	8	40
8 th Grade C1	19	11	57.89	8	42.11

The student participants of the study information table concerning the experimental groups (E1; E2) with the aim collecting qualitative data is as follows:

Table 4

Profile of the Student Participants for the Qualitative Data (n=31)

	Total	Female		Male	
	N	N	%	N	%
6 th Grade E1	15	8	53.33	7	46.67
8 th Grade E2	16	10	62.5	6	37.5

Subsequently, the teacher participants information chart of the study dealing with collecting qualitative data of the semi-structured teacher interviews is seen in the following table:

Table 5*Profile of the Teacher Participants (N=14)*

	N	%
<i>Gender</i>		
Female	14	100
<i>Age</i>		
22-32 years	2	14.29
33-43 years	12	85.71
<i>Education Level</i>		
BA	13	92.86
MA	1	7.14
<i>Years of Teaching Experience</i>		
1-5 years	1	7.14
6-10 years	5	35.71
11 or more years	8	57.14
<i>Type of School Experience</i>		
Primary School	7	50
Secondary School	12	85.71
High School	1	7.14

The gender distribution of the students who were likely to participate was also estimated as nearly equal or slightly dominant of female students over the male ones at this state lower secondary institution. Since the school starting age was lowered from 6 to 5.5 years as part of the reform in creating lower secondary institutions as distinct from primary schools, the students' age ranged from 11 to 14 (Kitchen, Bethell, Fordham, Henderson & Li, 2019). The majority of the students owned the Turkish nationality, so the most of the selected students were likely to have the same background regarding the period of time in learning English as a foreign language, which they had learned English in primary education as a compulsory lesson in the schools bound to Ministry of National Education (MoNE hereafter) schools since 2013 starting from the second-grade

curriculum (Kandemir & Tok, 2016). However, there were also immigrant and refugee students who have come to Türkiye in recent years from Syria, Iraq and Afghanistan due to the political and economic challenges. Perhaps the most productive model of the combination of second language and second culture learning is found among students who learn a second language in a country where that language is spoken as a native language. The multitude of immigrants who enter the educational stream of the host country after having received their early schooling in their home country's institution might simply be considered. They bring with them the cultural mores and patterns of *pleasant* behavior that they have learned in their home culture, and they tend to apply those expectations to their new situation they have encountered. Therefore, the nature of those students' acceptable behavior expectations in their new system of education could also be interrogable. Besides, ethical approval for this study was obtained from the Turkish MoNE, and written informed consent was also received from the both volunteer participant students and their parents.

Besides the participant immigrant (n=2), who were one Iraqi Turkmen and one Tunisian student, and refugee students (n=6) who were one Syrian and five Afghan students having come to Türkiye a few years ago due to the political and economic reasons, the majority of the students were belonged to the Turkish nationality (n=76). In 2021-2022 educational year, the sixth- and eighth-grade students were split into two sections. While the sixth-grade *Experimental 1* group consisted of 13 female (56.52%) and 10 male (43.48%) students, the *Control 1* contained 12 female (54.55%) and 10 male (45.45%) students. Regarding the eighth-graders, the *Experimental 2* group was comprised of 12 female (60%) and 10 male (40%) students, the *Control 2* contained 11 female (57.89%) and eight male (42.11%) students. Their ages ranged from 10 to 13. It was assumed that the learners from sixth-graders were A1 level and the eighth-graders as A2 level of English in which their language knowledge based on listening, speaking, reading and writing skills was checked as beginner level of CEFR benchmarks. The ratio

of female to male participants was slightly dominant, which enables to avoid bias caused by the gender difference. The sample consisted of a nearly homogeneous group in terms of age, first language, and the English language background. Four of the participant students had different L1, which included Arabic, Iraqi Turkmen and Afghan language. Their English language proficiency was nearly equal in accordance with the placement test conducted by the teacher-researcher at the end of September 2021.

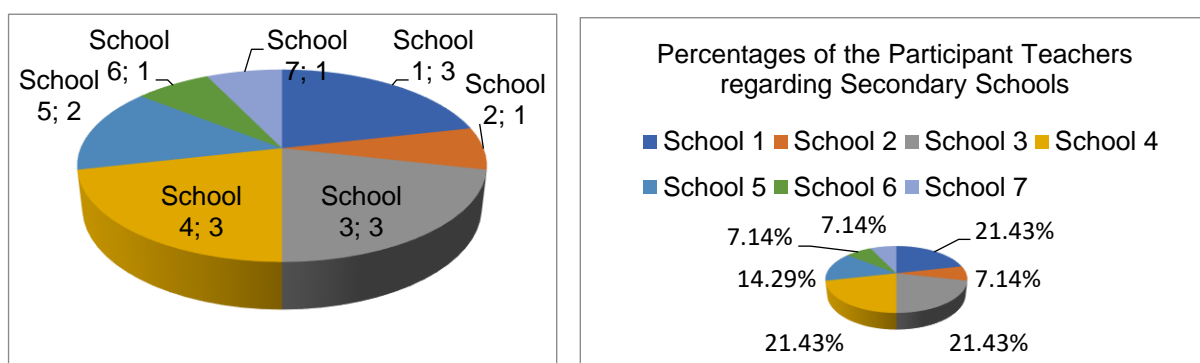
The pass score of the lesson is to obtain minimum 45 out of 100 at the end of the term in Turkish lower secondary education across Türkiye in the light of lesson regulations. This pass score is obtained through two compulsory written exams employed in the middle and at the end of each two term in a year. However, due to the COVID-19 pandemic, within the framework of the distance education period, digital projects, portfolios, etc. regulations and evaluations have been made. The performance notes are also given to the students in different formats such as portfolios, reports, oral presentations or discrete-point written exams, so that final mark of the lesson for the related student taking both written and performance scores into consideration is formed. It was seen that the chosen students had the same background concerning the time period in learning English as foreign language. As of the primary education, they had learned English in elementary level as a compulsory lesson in the MoNE schools. However, some of the students migrated from the Middle Eastern and Asian countries within the frame of sociopolitical, socioeconomic grounds and motherland issues, thereby increasing their cultural awareness. Because the number of the students who were able to take part in the research was considerably satisfying this year, which was overshadowed by COVID-19 pandemic (N=84; N>50), the generalizability of the findings in this study on the ground of the analytic writing assessment rubric is engaging. However, the semi-structured interviews which were conducted with 32 volunteer participants from the experimental groups of sixth- and eighth-graders. In addition, 14 volunteer secondary school EFL teachers were dealt with the semi-structured interview sessions, which sheds light on the

practitioner perspectives on the inquiry. All in all, this supplies the enriched data to analyze in depth, which potentially increases validity of the study.

The participant state schools are located in the same district of Ankara, which is Altındağ. These volunteer state secondary schools have nearly equal students in term of socio-economic levels and conditions. The teacher participants information figures of the study are demonstrated below (see Figure 2).

Figure 2

The Distribution of Teacher Participants Regarding the Participant State Secondary Schools



The volunteer participants were planned to have day classes in a weekly schedule. Within the frame of objectives determined by MoNE, both the sixth- and eighth-grade English lessons are chiefly based on developing four major language skills, which are speaking, writing, reading, listening, with their sub-categories, which are grammar, vocabulary and pronunciation. The weekly schedule is between 8.30 a.m. and 3.00 p.m., so full-time schooling is applied. With the aim of expanding participation in upper secondary education, the main aim at lower secondary education is to teach the basic knowledge, skills, behaviors, and habits to become a good citizen, to raise them in line with national concepts of morality, and to prepare them for life and for the next education level in line with students' interests and skills. Based on the "4+4+4 model" launched in 2012, which is divided as primary, lower and upper secondary education, the equal length of the three levels of compulsory education is reflected (Köseleci, 2015).

Data Collection

This part is determined to give an elaborated scene of data collection operations and analysis phases, respectively.

Data Collection Procedures

Although the present study handles the assessment of cultural content development through rubric use quantitatively and interviews with volunteer participants for deeper details into the research qualitatively, the research is mainly based on the treatment phase of direct and standard way of culture teaching in four writing classes. Therefore, the researcher requested and received permission from Hacettepe University Ethics Commission for the ten-week-treatment, MoNE for the applied teaching implementation phase, student, parent and teacher consent forms for participation; likewise, the adaptation consent for the analytic writing rubric use was also attained through e-mail. The participants of this research were selected through convenience sampling. Because English lessons are one of the courses that young EFL students take compulsorily at each stage of primary education in Türkiye, the researcher started to gather her data with the volunteer students among them at secondary school where the teacher-researcher of the present study was working at that time. The brief information about the study was given to students and parents by the teacher-researcher after getting the permission of school administration and related ministry department. It was informed that the data obtained from this study would be used solely for academic and educational purposes within the frame of the Ph.D. Dissertation of the researcher in the Department of English Language Teaching at Hacettepe University. Moreover, they were informed that they had a chance not to take part in this study, so the tenet of the research was established on a volunteer basis. Because nearly all of the students were supposed to admit taking part in the investigation, the researcher was able to initiate the treatment phases in the 2021-2022 educational year of fall semester during ten weeks, which has lasted from the end of September to the middle of December 2021.

Within the frame of extended learning, through applied online teaching courses in terms of distance education, the intensive and direct treatment of culture teaching in experimental group involved the EFL writing lessons throughout ten weeks. These online lessons were planned to be implemented by extracurricular activities out of the class schedules of all experimental and control groups. These out-of-school instructional culture-related activities and topics implemented by the researcher in the sixth and eighth-grade experimental groups were corroborated by the curriculum units for sixth and eighth-graders. Since the experimental and control groups at sixth and eighth-grade were taught all four basic skills during class hours on weekdays, which were listening, speaking, reading and writing, both experimental and control group students got trained only from writing lessons at weekends. However, the experimental groups took their writing lessons in a direct culturally-immersed way, so that any potential impact of uncontrolled variables such as the intervention of development in other basic three skills listening, speaking and reading could be restrained.

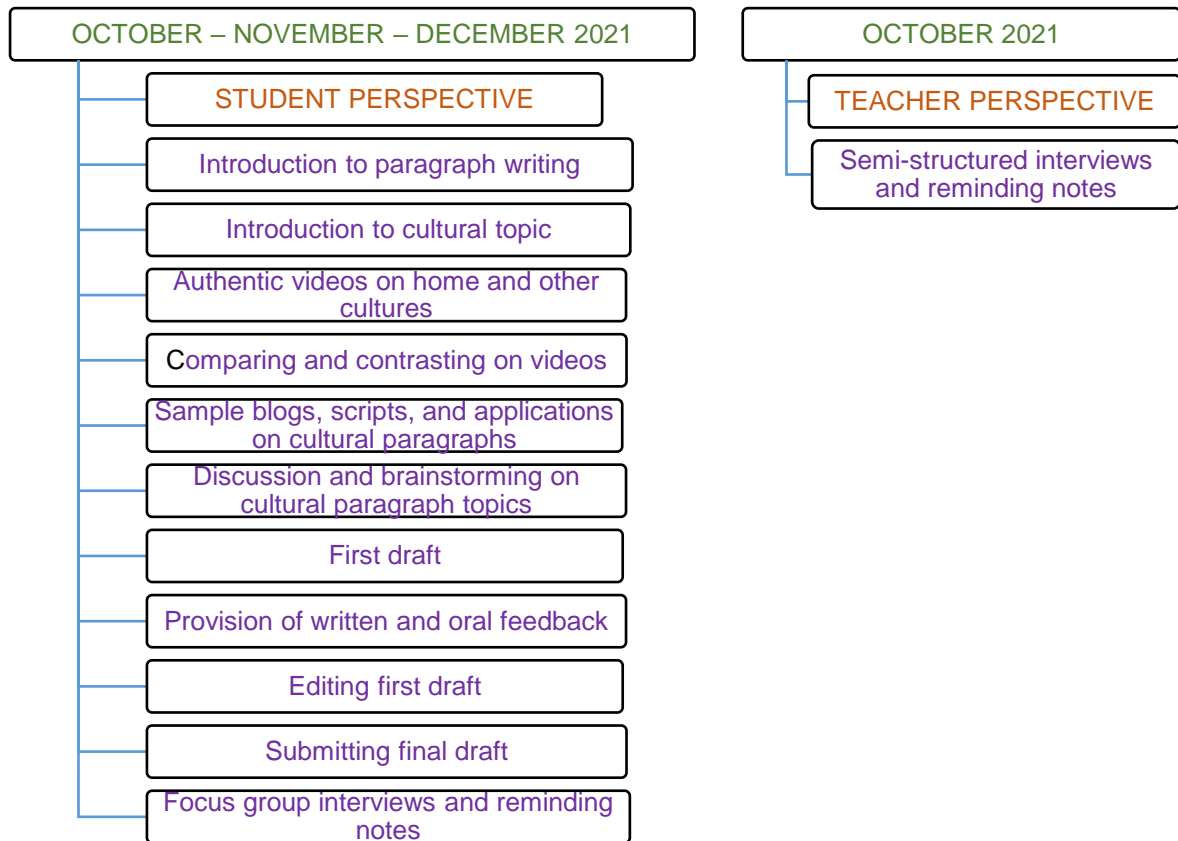
The culture-immersive materials such as informative videos, visuals, graphics, songs, slides, web pages, excerpts from newspapers and magazines, sample scripts for writing methods and useful articles are accepted as useful for further reading. These are grounded on the inference which was approved by the Alptekin (2006)'s study that implicit cultural content knowledge presumed by a text facilitates raising cultural awareness to a greater extent. Since promoting students' critical-thinking on the other cultures is also aimed through students' active participation, EFL students are required to be encouraged in terms of critical thinking skills for coping with the difficulties in writing and handling the demands of the multicultural era (Alagözlü, 2007). The instructional culture-related activities and topics employed by the researcher in experimental groups were visualized (See Appendix-F). After the implementation of culture-immersed English lessons, semi-structured interviews with volunteer participants from both sixth and eighth-grade experimental groups were planned to be performed by the teacher-researcher. Lastly, in

order to get the reflections of teacher perspective on teaching cultures in addition to foreign language, semi-structured interviews were envisaged to be conducted in the inquiry.

Through a performance-based process, the researcher obtained student language portfolios as products, which also provides intrinsic motivation. Authenticity was enabled through information gap, opinion gap, problem solving and sharing tasks. When being productive rate raises, being objective rate is decreases. By integrating global, target and original cultures, topic familiarity and learner success can be increased. Under the most suitable circumstances during these COVID-19 pandemic circumstances around the whole country and world, the channel of response of the interviews was supported via voice recordings where the researcher took notes of the interviewees' responses when necessary. The procedure of receiving the study consent from Hacettepe University Ethical Commission in the first week of June 2021 and the MoNE Ethical Commission in the last week of July 2021 were approved (see Appendix-G and Appendix-H). Hence, the implementation permission between September and December 2021 was obtained, accordingly. In the meantime, the quantitative data of the student part were collected between September 27 and December 12, 2021. While the qualitative data for the teacher part were collected throughout October 2021, the qualitative data for the student part were collected between December 13 and December 17, 2021.

Both the experimental and control groups wrote their paragraphs based on their direct or standard culture learning experience throughout ten weeks. The practitioner of the live lessons on Zoom platform gave written and oral feedback for the writing performances regarding the topic stated for the related week. While the teacher marked the writing papers, which the participant students brought to the classroom, with the provision of feedback in written format, she also supported the written feedback through oral feedback via voicemails and online written feedback icons such as emojis of the mobile application used (i.e. WhatsApp). By the help of this sort of distance education, not

only the experimental but also control group students could be able to receive both direct and indirect corrective feedback from their teacher at their home even if they hadn't gone to school on that specific day. After the students had written their first drafts, they were able to edit their paragraphs with regard to the feedback they received. So, they put the final version of their works into their portfolios that they submitted to their teacher in hand at the end of the tenth week. Fourteen volunteer secondary school EFL teachers who had different teaching experience background but were working at secondary schools who had similar socio-economic status in the certain district of Ankara at that time. In the meantime, the interviews happened to be with 15 volunteer students from the sixth-grade experimental group (n=15) and 16 volunteer students from eighth-grade experimental group (n=16) who attended the sessions, which was 31 volunteer students in total. In order to examine practitioners' perspectives on developing ICA, the number of the secondary EFL volunteer teachers was 14 (N=14). The researcher could take notes during interviews when needed in order to avoid from any potential loss of the collected oral data. At the end of live lessons and feedback sessions, all the audio-recordings of teacher and student interviews was made face to face by paying attention to the precautions against the detrimental effects of the COVID-19 pandemic. The data collections steps within time slots are shown in Figure 3 below:

Figure 3*Data Collection Phases*

Each online lesson session was lasted 30 minutes. Two 30-minute live lessons were implemented in a week. The writing task submission deadline was one week until the next week of the live lessons. During the involved week, feedback sessions were done both face to face and on mobile by the researcher. The lesson duration was based on the specified time slot on the Educational Informatics Network (EBA) platform live courses during the COVID-19 period by the MoNE. So, the stated lesson duration in this study had already been designated before the required permissions from the related institutions were received. By the help of voice-recordings and taking notes, the safety of the qualitative data was guaranteed by the researcher. On WhatsApp platform, which is one of the mostly-used instant messaging and communication applications in the world, the volunteer students in experimental and control groups have also been divided into four

segments, two of which belonged to the sixth-graders' and eighth-graders' experimental groups and the other left two pertained to sixth-graders' and eighth-graders' control groups. Thus, the participant students could be able to follow the links, notifications, tasks, feedback sessions and announcements not only from video conferencing platform, which is Zoom platform, but also on mobile application developed for smartphones. Since most of the participant students' financial situations was not been on a satisfying level or well enough to follow the live lessons at home of their own, some of them took part in the live lessons from their school's computers available for use at school.

Instruments

Since this study investigates the effectiveness of portfolio-based writing assessment over developing learners' ICA in EFL settings, the data were collected following the experimental design in *direct* and *standard* teaching of culture. Ten weekly-written assignments were planned to be gathered from the 84 participants through portfolios by the teacher-researcher. They were analyzed through an adapted analytic writing assessment rubric, which was adapted by the researcher from the study that was previously conducted by two raters. Following the implementation of culture-immersed English lessons, semi-structured interviews with participants from both sixth and eighth-grade experimental groups were planned to be conducted by the researcher and semi-structured interviews with 14 secondary EFL teachers including 10 questions were recorded via a voice-recorder. Intercultural knowledge as a content issue is a major variable in the research; briefly, it was evaluated via an adapted analytic writing assessment rubric and semi-structured interviews because of the fact that several researchers was also combined direct and indirect assessment methods to ensure more comprehensive accounts of intercultural phenomenon (Fantini, 2006; Pruegger & Rogers, 1994; Straffon, 2003).

At the end of every lesson implemented through this action-research design, both the sixth- and eighth-grade experimental and control groups were assumed to write upon the five pre-established topics which were based on the curricula of the spring term's five units in their English textbook which is aligned with the MoNE. While the sixth-grade curriculum units are titled *life*, *Yummy Breakfast*, *Downtown*, *Weather and Emotions* and *At the Fair*, eighth-grade curriculum units are named *Friendship*, *Teen Life*, *In the Kitchen*, *On the Phone* and at *The Internet*. Their writings were checked in terms of (1) content, (2) organization, (3) word choice and (4) mechanics of writing by two raters. After each culture-integrated English lesson which adopted ALM, CLT, TBLT and other related methods in appropriate premises based on the lesson plans prepared by the teacher-researcher, the experimental group students were assumed to perform writing pieces on the unit-related intercultural topic they had learned.

Within the frame of forming and publishing portfolios as collection-reflection-and-selection cycle, the students were given another opportunity to reorganize their writings to correct once more. In contrast, the control group wrote for only once, and their writings were corrected only by their teacher. In addition, the control group did not receive any feedback during the treatment. In order to get the reflection over assessing low-level intercultural writing implementation, the volunteer experimental group participant students' perceptions and experiences and secondary EFL teachers' views were also taken into account through semi-structured interview items. In Table 6, the data collection instruments implemented in the current study is sorted out as below:

Table 6

Data Collection Instruments

Research Questions	Data Collection Instrument
Question 1	Semi-structured interview transcripts
Question 2	Semi-structured interview transcripts

Question 3	Adapted analytic writing assessment rubric
Question 4	Adapted analytic writing assessment rubric
Question 5	Adapted analytic writing assessment rubric
Question 6	Adapted analytic writing assessment rubric
Question 7	Adapted analytic writing assessment rubric
Question 8	Adapted analytic writing assessment rubric

Instrument 1

Adapted Analytic Writing Assessment Rubric. In the planned rubric for use, sections of criteria were adapted through East (2009)' study. The benchmarks for *Genre & Structural Organization*, *Grammar Usage / Word Choice*, *Mechanics/Disciplinary Conventions* and the last criterion, which is *Content Development of Cultural Sense*, graded out of 25 points for each were basically adapted from East (2009) analytic rubric, which was deduced for ESL writing and designated FL contexts. Because the core of this research is established on assessing ICA of the participants, the benchmark called *Content Development of Cultural Sense* was solely evaluated quantitatively by the researcher and a field rater. This benchmark, like the other three criteria, was also divided into five scoring slots: The score intervals between 0-5 as *minimal*, between 6-10 as *limited*, between 11-15 as *adequate*, between 16-20 as *effective* and between 21-25 as *exemplary* qualities were described by the researcher. The writing assignments were analyzed by the researcher and an expert, who is a professional rater in his field, via the analytic writing assessment rubric, which was adapted from East (2009)'s study.

One instrument for quantitative data was exerted in this study: the analytic writing assessment rubric. The benchmarks for writing assessment were adapted from East (2009)'s study as stated above. Primarily, this adapted grading rubric was developed by East (2009) in his earliest inquiry to examine the two writing tests one with, and one without the dictionary. It was implemented at high school level context relating to the knowledge of register with cultural references. Secondly, this adapted analytic rubric was

also designed to confirm the 100- point scale which includes the following criteria grasping and synthesis of argument, comprehending the aims and inferences of globalization, and endorsement and citation of resources. Nonetheless, structural organization, understanding the synthesis of grammatical items and word choices and writing mechanics were reckoned with the adaptation format of the rubric. According to East (2009)'s study, when the final awarded total scores of each rater were correlated, it was revealed that a respectively high level of consensus and consistency in terms of the inter-rater reliability regarding the measure of agreement by a correlation coefficient of .86 ($p < .001$) was displayed. The final awarded scores for a subset of 16 scripts to the extent of intra-rater reliability regarding the measure of agreement by a correlation coefficient of .87 ($p < .001$) was displayed. This also further indicates the extent to which the scoring rubric was being used reliably by the raters (Hamp-Lyons, 2003; Hatch & Lazaraton, 1991).

Sample Interculturally-Intensive Writing Lesson Plan Activities. The English lesson is offered compulsory for both the sixth and eighth grade students in the secondary school aligned with the MoNE. English lessons are taught three-hour in a week at the sixth grade and four-hour in a week at eighth grade. In that way, the students could learn writing in English at elementary level grounded on four-skills tasks. On the ground of the flexibility in allocating lesson hours for the language skills based on the curriculum, the teacher-researcher taught this lesson in four different classes by focusing on the part of writing skills. The researcher dealt with the writing part of the experimental and control groups. Throughout the 10-week-period, the intensive treatment of culture teaching in experimental groups involved in the warm-up session of the writing lessons. On the other hand, the normal flow of the writing lesson part in the control group was taught by the same EFL teacher. The book utilized in all four groups by the teacher-researcher was belonged to the MoNE (2021a; 2021b), which defines the essentials in EFL communication through an elementary level.

A compile with multiple examples of paragraphs from different writers/bloggers and a lot of sample student assignments were also utilized. Because of the notion that implicit cultural content knowledge assumed by an oral or written text importantly makes reading comprehension easier, the materials that enhance reading skills were specifically used (Alptekin, 2006). Following this as a kind of warm-up phase, the main writing lesson part was taught by the EFL practitioner weekly. At the beginning and end of each lesson, the part of oral discussions was made about the materials and topics. These oral discussion sessions aimed at uncovering the students' thoughts about other cultures and incidents. The sixth-grade control and experimental groups' live lesson was on Saturdays, and the eighth-grade control and experimental group's live lesson was on Sundays.

Weekly-Written Assignments and Analytic Writing Assessment Rubric.

Following the instructional processes that were completed in weekly live lessons on Zoom platform, the teacher-researcher collected the written assignments each week, which were grounded on the writing methods that the students had learnt. The writing methods were grounded on paragraphs which were also examined in the coursebook by Demirezen (1993). They were listed as *Listing Specific Details*, *Using Examples*, *Classification*, *Cause and Effect*, and *Comparison and Contrast*, respectively. The difficulty degree of the methods was adjusted according to the students' cognitive burdens and proficiency levels during the production of the weekly written assignments with regard to the processes of brainstorming, planning, outlining, drafting, editing and submitting phases. The written scripts were analyzed by the teacher-researcher and secondary EFL teacher, who is a professional rater in her field, through the analytic writing assessment rubric, which was adapted from East (2009). In this sense, the weekly-assigned writing tasks for grade 6 and grade 8 are listed in Table 7 below:

Table 7

Sixth and Eighth-Grade Participant Students' Weekly-Writing Task Topics

Grade 6
Writing Tasks

- creating journal entry
- description of routines and customs
- description of local food and drinks
- description of foods and drinks in Türkiye
- writing an expository report on famous landmarks
- writing an expository report on famous landmarks by stating personal opinions
- writing an weather forecast report on local/foreign weather conditions
- writing a comparative report on a city's or country's weather forecast
- writing an expository report on local and international festivals
- writing an expository reflection on your favourite festival

Grade 8
Writing Tasks

- describing social etiquettes
- describing linguistic etiquettes
- describing regular daily activities
- writing a descriptive paragraph about a music band
- writing an expository paragraph about traditional dishes across local cuisines
- writing an expository paragraph about traditional dishes across international cuisines
- writing a descriptive paragraph about other cultures' typical phone conversation statements
- writing an expository paragraph about do's and don'ts for an effective phone call in its own culture
- writing an expository paragraph about using technology for effective communication
- writing an expository paragraph about the technological advancements through human contributions

The weekly culture integrated lesson plans were prepared by the researcher, and the core topics of the interculturally-intensive writing lesson plan activities based on the units of the sixth-grade classes with their specific tasks were visualized as below in Table 8:

Table 8

Units of Grade 6 Based on the MoNE textbook and Matched Writing Tasks

Unit's Name	Weekly Writing Tasks
Unit 1: Life	Week 1: writing a journal entry
Unit 1: Life	Week 2: writing a descriptive paragraph of routines and customs
Unit 2: Yummy Breakfast	Week 3: writing a descriptive paragraph about foods and drinks in Türkiye
Unit 2: Yummy Breakfast	Week 4: writing an expository paragraph of

Unit 3: Downtown	traditional dishes across international cuisines Week 5: writing an expository report on famous landmarks in Türkiye
Unit 3: Downtown	Week 6: writing an expository report on famous landmarks by stating personal opinions
Unit 4: Weather and Emotions	Week 7: writing a comparative report on local/foreign weather conditions
Unit 4: Weather and Emotions	Week 8: writing a comparative report on a city's or country's weather forecast on which s/he determines
Unit 5: At the Fair	Week 9: writing an expository report on local and international festivals
Unit 5: At the Fair	Week 10: writing an expository reflection on their favorite festival

The main themes of the interculturally-intensive writing lesson plan activities centered upon the units of the eighth-grade classes with their certain tasks were demonstrated below in Table 9:

Table 9

Units of Grade 8 Based on the MoNE textbook and Matched Writing Tasks

Unit's Name	Weekly Writing Tasks
Unit 1: Friendship	Week 1: writing an explanatory paragraph describing social etiquettes
Unit 1: Friendship	Week 2: writing an explanatory paragraph describing linguistic etiquettes
Unit 2: Teen Life	Week 3: writing an explanatory paragraph describing regular daily activities
Unit 2: Teen Life	Week 4: writing a reflection on their favorite music band
Unit 3: In the Kitchen	Week 5: writing an expository paragraph of

Unit 3: In the Kitchen	traditional dishes across their home cuisines Week 6: writing an expository paragraph of traditional dishes across international cuisines
Unit 4: On the Phone	Week 7: writing a descriptive paragraph about other cultures' typical phone conversation statements in its own culture
Unit 4: On the Phone	Week 8: writing an expository paragraph about do's & don'ts for an effective phone call' in terms of telephoning etiquettes
Unit 5: The Internet	Week 9: writing an expository paragraph about using technology for effective communication
Unit 5: The Internet	Week 10: writing an explanatory reflection on their favorite social media and digital platforms

In the process of the data collection, the teacher-researcher also displayed some technological tools for the E1 and E2 group students so that they could retrieve what they had known and close the information gaps by self-learning. Ataş (2023) pointed to this issue by stating that the construction of L2 digital identity through using technological tools influenced the involvement of the learners and their academic achievement in EFL lessons since learners were invariably going through the language autonomously out of the class time, which could improve their self-confidence and increase their motivation towards learning English. In addition to sample articles on the Internet and educational videos on YouTube examined by the teacher-researcher, the displayed, applied and suggested extra technological tools and applications are listed in Table 10 below:

Table 10

Useful Technological Tools to Improve Language Skills for Secondary EFL Learners

Tech Tool Name	Language Skill / Field to Improve
Write & Improve – Cambridge	Writing

Speak & Improve – Cambridge	Speaking & Pronunciation
Snap & Read	Reading
Whooo's Reading	Reading
Quizlet	Vocabulary
Blooket	Viewing – Collecting Feedback
Vocaroo	Pronunciation
ChatterPix	Speaking & Pronunciation
Padlet	Writing & Viewing – Collecting Feedback

Instrument 2

Semi-structured Interview Transcripts. With the aim of affirming the numerical data collected, interviews as a tool of collecting qualitative data plays an essential role in this study. The interviews were conducted with only the volunteer experimental group students after the implementation of standard and direct teaching of culture in elementary online writing lessons. There are ten interview questions for students which was prepared by the teacher-researcher. What the interviewees stated was recorded via a voice-recorder. The interview questions were also written on a reflection paper. In this way, the researcher could take some highlighted notes down during interviews. Under the circumstances of COVID-19 pandemic, the interviews were conducted face-to-face by taking the precautions into consideration. Because of the fact that the volunteer participant students from the sixth- and eighth-grade experimental groups had low level of proficiency at English as a foreign language, which was assumed that the learners from sixth-grade students were A1 level and the eighth-grader students as A2, the interviews were conducted in Turkish at the requests of the volunteer experimental group participants. Then, what the secondary EFL students from experimental groups stated was translated into English by the researcher. In this regard, the semi-structured interview items for secondary EFL students are listed below:

1. What is your definition of culture?

2. Have you ever been to a foreign country?
3. From your perspective, what does intercultural awareness refer to?
4. Which benefits have you experienced after *direct* teaching of culture during English writing lessons?
5. What kind of topics have you written in your weekly written tasks?
6. What are the difficulties that you have encountered while integrating culture-loaded information into your writing tasks and performance?
7. What kind of ways in developing of intercultural awareness have your EFL teacher used in the classroom?
8. Do you think that it is important to be informed about the other cultures? Why/Why not?
9. Have you found these ways useful? Why/Why not?
10. As an elementary level English language learner, do you think that there is a necessity to learn about target culture and other cultures in addition to target language? Why/Why not?

Ten interview items for secondary EFL teachers in advance were also prepared by the teacher-researcher. The instrument items would have replicability across this research venue in virtue of steadiness in students' age, curriculum selection, and teaching methods and principles (Nunan, 1992). Concurrent and predictive validity were ascertained since the study enabled the data to be assumed that high levels in target language proficiency of students observed in class did appear to estimate particular positive attitudes towards other cultures during interviews whereas positive attitudes towards other cultures during interviews did not inevitably predict high levels of language skills (Moloney, 2007). The semi-structured interview design was applied with an open-ended side, guiding interviewees to explain their opinions by addition or reduction. The synchronous question-and-answer sequences were also performed. The interview items were prepared on the

ground of the teachers' potential previous or current experiences with regard to raising or developing ICA, and it intended to underpin the statistical results. In this vein, the mixed-methods research were used by the teacher-researcher by triangulating quantitative and qualitative data collected. The semi-structured interview items posed to secondary EFL teachers are sorted below:

1. What is your definition of culture?
2. Have you ever been to a foreign country?
3. From your perspective, what does intercultural awareness refer to?
4. Have you had foreign / immigrant students in your classrooms? If so, do you integrate your students' cultural experiences into your lessons? If yes, how?
5. Do you think that it is important to touch upon the other cultures while teaching English in writing lessons? Why/Why not?
6. What are the difficulties that you encounter while integrating culture-loaded information into your English lessons?
7. What are the difficulties that you encounter while integrating culture-loaded information into your writing lessons?
8. Do you think that it is important to be informed about other cultures? Why/Why not?
9. What kind of ways in developing of intercultural awareness do you use in your classroom? Do you find these ways useful? Why/Why not?
10. As a secondary EFL teacher, do you think that there is a necessity to teach about other cultures in addition to the target language? Why/Why not?

Equivalence reliability of both student and teacher interviews was corroborated by the use of qualitative multiple indicator question items and quantitative rubric scoring procedures, providing the current study with taking measurements from a broader scale of

the content through a multifaceted grasp in ICA such as observable behaviors, understandings and self-perceptions (Neuman, 2000). The basic characteristics regarding the high internal validity was also reflected for these instruments since the extended contact opportunity with both student and teacher perspective was handled to collect data. The students' and teachers' experiences were reflected accurately, so that the researcher's self-monitoring for continual critical evaluation was provided (LeCompte and Goetz, 1982). In sum, the instruments of the current study have a rational connection with the stated objective, constituting face validity to the extent in which an empirical measurement satisfactorily mirrors the actual meaning of the concept inspected (Moloney, 2007).

Follow-up Interviews. A semi-structured kind of follow-up interviews (Dörnyei, 2007) was adopted to shed light upon what the participants thought about using dynamic assessment for writing parts of English lessons for this study. Interviews are useful ways to describe personal viewpoints that cannot be instantly observed. Moreover, the interviewer can have a chance to pose further questions to elicit more information from the participants (Creswell, 2012). The reason lying behind of adopting a semi-structured interview is that it could be less rigid and could still be guided and controlled plainly by the interviewer (Gass, Mackey & Ross-Feldman, 2005). Put it differently, some interview items were prepared in advance in order to give a chance to the interviewer to control and guide the interviewees and interviews.

The interview section for this study formed the last phase of the data collection phases. Each interview lasted approximately 10 minutes. The interviews were done in the offices at schools where the participants were studying or working in a comfortably-speaking atmosphere. What the interviewees stated was recorded via a voice-recorder. The interview questions were also in written, so that the researcher could jot down necessary notes in due course of recordings. Before the researcher started recording, she gave brief information about the contents of the interview. It was stated by the researcher

that the interviews would be conducted in either English or Turkish according to the chosen language by the participants; however, all of the participant students preferred the interviews to be conducted in Turkish whose transcripts were translated into English later by the researcher. When the interviewees felt ready to comment on the items, the interviews were initiated by the researcher. Not being dependent on the interview questions written on the reflection paper, the researcher let the interviewees share their different ideas in a spontaneous manner.

Data Analysis

In this part, statistical procedures exerted for the quantitative section and coding themes procedures resorted to the qualitative section of the present study are offered, respectively. Based on the treatment permission between September and December 2021 attained, the rationale for the use of tests came out of the mixed-methods research design applied. Therefore, quantitative and qualitative data analyses were carried out to find answers to the defined research questions of the present study. The use of content analysis, descriptive statistics, non-parametric tests were among the tests run by the researcher. Mean scores of both groups were investigated using descriptive statistics in SPSS 22.0. The scores were given points out of 25 since the content development of cultural sense consists of 25 points in the writing assessment rubric that the researcher deemed in this study. As regards validity and reliability of the study, it was determined that the two-times scoring procedures conducted by the two raters, who are the researcher and the professional rater from the field, overlapped.

Within the context of tests performed, for the quantitative data, descriptive and inferential statistical procedures were administered using SPSS Statistics 22.0. With the aim of determining whether parametric or non-parametric tests would be more suitable to analyze the handled data, a test of normality was run with conducting either Kolmogorov-Smirnov test or Shapiro-Wilk test. Since the total number of the student participants ($N =$

84) are more than 50, focusing on Kolmogorov-Smirnov's results would be much suitable to examine. Nevertheless, Shapiro-Wilk's results were also examined. If the normal distribution is observed, the data is to act in accordance with the assumption of parametric techniques. If the non-normal distribution of the variables is observed, the data directs in line with the assumption of non-parametric techniques. Within this regard, test of normality was applied to determine whether the data of the research required parametric or non-parametric design to perform. If a normal distribution of the tests is displayed, the form of the distribution could also be viewed in histograms or normal probability (Q-Q plots). The analysis of the interviews conducted was planned to be based on qualitative content analysis which the researcher recorded what the interviewees interpreted each interview item during the interview sessions. The qualitative data underwent thematic analysis and the major extracted themes were discussed regarding the research questions of the current study. The recorded interviews of both volunteer students and teachers were transcribed by the teacher-researcher. Moreover, the interviewees' names were kept confidential, and they were abbreviated with the symbol *I* (i.e. Interviewee) and a *number*. In this vein, anonymity was targeted systematically.

Scoring Procedures for the Quantitative Data & Outlining Transcripts of the Qualitative Data

First and second scoring procedures of the quantitative data regarding assessing weekly-collected writing assignments were handled by the Rater 1 and Rater 2. While Rater 1 was the teacher-researcher of the current study, Rater 2 was a 7-year-professional rater at English language teaching at that current time. Both inter- and intra-rater reliability demonstrate how and to what extent the assessment procedure was performed by the raters in and between themselves. The findings from studies examining intra-rater reliability demonstrate that rubrics aid raters in attaining high internal consistency in scoring performance tasks (Jonsson & Svingby, 2007). The procedure for the intra-class correlation, which is equivalent to Pearson product-moment correlation

coefficient, was computed in order to find out the degree of agreement between raters through inter-rater reliability by using SPSS 22.0 regarding Cronbach's alpha level. Intra-class correlation of intra-rater reliability of Rater 1 and Rater 2 for the experimental and control groups concerning the first and second assessment was calculated. Analysis of the complete quantitative data was realized through running SPSS 22.0. Interviews conducted with secondary EFL teachers and volunteer participant students were transcribed by the researcher. Analysis of the qualitative data was categorized in terms of the emerging themes.

Non-parametric tests were utilized after the test of normality was employed. Kruskal Wallis-H, Friedman, Wilcoxon signed-rank and Mann-Whitney U tests were among the utilized tests which were explained in more detail in the next section. For qualitative data analysis, the audio data recorded on a mobile phone were transcribed, and the content analysis was exerted manually through coding the identify themes, patterns and connections between the ideas based on the meaning, word and phrase repetitions. In pursuit of the analyses, the data were summarized and presented with quotations and displayed with tables in Chapter 4. The validity of the findings was provided through member checking at the end of the data collection phase by doing brief, off-the-record follow-up interviews in which the participant interviewees had opportunities to review their transcripts and make some additional comments. In addition to students' perspectives, teachers' perspectives were also included as the qualitative data in order to increase external validity of the study. As another way to increasing the validity of the inquiry, both quantitative and qualitative research techniques were included supporting the numerical data with non-numeric data.

Rationale for the Use of Non-Parametric Tests. Essentially, there are two types of statistical techniques to be mentioned in statistics, which are parametric and non-parametric. The parametric tests are delved into making assumptions about the sample population from the normally-distributed data collected. On the other hand, non-parametric

tests are dealt with the distribution-free data, which do not make assumptions about the available population. Although the non-parametric tests own weaknesses such as not covering differences between groups, it would be ideal to utilize them on nominal/categorical or ordinal/ranked scales. In the same way, they are more satisfactory if the sample size is relatively small. Because of the fact that SPSS displays a wide range of non-parametric techniques to measure the data, SPSS Statistics 22.0 software, which is one of the specialist statistics packages, was utilized in this research.

Regarding the research questions and variables of this between-and-within design research, descriptive statistics and inferential statistics were run. It is relevant to note that the researcher employed all the formulas with the level of significance which was set at 0.05. To start with, distribution of the scores from all groups were checked to assess normality. The results demonstrated that the data in this study did not display a normal distribution (see Table 11). Even though the total number of the participants of the study was more than 50 ($N=84$), since the number of the participants in the current study are less than 50 in each group of experimental and control groups ($N_{E1}=23$; $N_{C1}=22$; $N_{E2}=20$; $N_{C2}=19$), the sample size was regarded as a small one. Therefore, it would be more suitable to focus on examining Shapiro-Wilk's results. In this vein, Shapiro-Wilk test revealed that the writing achievement scores were not normally distributed ($p < .05$). According to the Shapiro-Wilk's test results, both writing achievement scores of the experimental and control groups as independent variables had values that were not statistically significant ($p < .05$).

Table 11

Test of Normality

	Experimental and Control Groups	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Process 1	6 th Grade Experimental Group	.107	23	.200*	.981	23	.921
	6 th Grade Control Group	.146	22	.200*	.922	22	.084

	8 th Grade Experimental Group	.139	20	.200*	.938	20	.221
	8 th Grade Control Group	.165	19	.186	.902	19	.053
Process 2	6 th Grade Experimental Group	.139	23	.200*	.931	23	.118
	6 th Grade Control Group	.182	22	.057	.866	22	.007
	8 th Grade Experimental Group	.191	20	.054	.916	20	.082
	8 th Grade Control Group	.182	19	.097	.951	19	.407
Process 3	6 th Grade Experimental Group	.138	23	.200*	.950	23	.293
	6 th Grade Control Group	.183	22	.054	.856	22	.004
	8 th Grade Experimental Group	.130	20	.200*	.932	20	.170
	8 th Grade Control Group	.181	19	.101	.939	19	.248
Process 4	6 th Grade Experimental Group	.162	23	.120	.947	23	.255
	6 th Grade Control Group	.256	22	.001	.750	22	.000
	8 th Grade Experimental Group	.144	20	.200*	.942	20	.265
	8 th Grade Control Group	.247	19	.004	.813	19	.002
Process 5	6 th Grade Experimental Group	.225	23	.004	.907	23	.035
	6 th Grade Control Group	.206	22	.016	.938	22	.180
	8 th Grade Experimental Group	.180	20	.090	.918	20	.093
	8 th Grade Control Group	.164	19	.192	.939	19	.248
Process 6	6 th Grade Experimental Group	.154	23	.169	.949	23	.286
	6 th Grade Control Group	.177	22	.070	.960	22	.496
	8 th Grade Experimental Group	.151	20	.200*	.887	20	.024
	8 th Grade Control Group	.185	19	.086	.909	19	.072
Process 7	6 th Grade Experimental Group	.195	23	.023	.936	23	.148
	6 th Grade Control Group	.193	22	.032	.954	22	.380
	8 th Grade Experimental Group	.151	20	.200*	.919	20	.094
	8 th Grade Control Group	.184	19	.089	.947	19	.345
Process 8	6 th Grade Experimental Group	.179	23	.055	.904	23	.031
	6 th Grade Control Group	.131	22	.200*	.968	22	.675
	8 th Grade Experimental Group	.157	20	.200*	.939	20	.232
	8 th Grade Control Group	.125	19	.200*	.960	19	.575
Process 9	6 th Grade Experimental Group	.199	23	.019	.946	23	.245
	6 th Grade Control Group	.168	22	.106	.943	22	.233
	8 th Grade Experimental Group	.213	20	.018	.736	20	.000
	8 th Grade Control Group	.106	19	.200*	.968	19	.738
Process 10	6 th Grade Experimental Group	.260	23	.000	.818	23	.001
	6 th Grade Control Group	.179	22	.064	.937	22	.172
	8 th Grade Experimental Group	.250	20	.002	.750	20	.000
	8 th Grade Control Group	.156	19	.200*	.943	19	.298

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Test of normality was employed to ascertain whether the data of the study required parametric or non-parametric design to perform. Based on the Shapiro-Wilk's test results in each time slot named *process*, it was seen that each of the two experimental and control groups showed non-normal distributions in some of the weeks. For example, while the sixth-grade experimental group displayed a non-normal distribution in Process 5 and the sixth-grade control group showed a non-normal scattering in Process 2. Also, while the eighth-grade experimental group demonstrated a non-normal distribution in Process 6 and the eighth-grade control group displayed a non-normal circulation in Process 4. So, since not all data of each group in its own time slot did show normal distribution in any of the time sequences, these figures were accepted as the non-normally distributed data. The form of the distribution could also be visualized in histograms or normal probability (Q-Q plots), but they are mainly used for displaying normal distribution of the tests. The non-normally distributed data is apparently observable on Table 11 ($p < .05$).

Tests Performed. It is crucial to enlighten about the applicable tests exerted in the study after the test of normality was performed. Descriptive and inferential statistical procedures were carried out using SPSS Statistics 22.0 for the quantitative data. The non-normal distribution of the data acted in line with the premise of non-parametric models. Henceforth, non-parametric tests were operated in this study. The first and second research questions were handled through transcription and qualitative content analysis in which manual coding was employed to label the themes, patterns and connections between opinions. The voice recordings were transcribed by the researcher and the content was coded into similar contexts under the category of the suitable interview items (Kohlbacher, 2006). For questions 3-8, relevant descriptive statistics and inferential statistics analyses were operated. For the third research question, descriptive statistics was run. Mean and median scores of both experimental and control groups during ten weeks, which they obtained from their writing assignments, were calculated.

Then, the third research question was analyzed via Kruskal Wallis-H and Mann-Whitney U tests. Kruskal Wallis-H test is the non-parametric conjugate of one-way between groups ANOVA, whereas Mann-Whitney U test is the non-parametric equivalent of the independent t-test. This research question dealt with any potential development of ICA of the students in each group during ten weeks and week by week through an overall sense by running Kruskal Wallis-H test. By running Kruskal Wallis-H test, it aimed to uncover in which pairs of weeks the potential difference came out. Based on the differences uncovered, the Mann-Whitney U tests were handled between groups in order to spot in which group the differences appeared.

The fourth research question was analyzed by Friedman Test, which is the non-parametric conjugate of one-way repeated measures ANOVA, and Wilcoxon signed-rank test as a post-hoc test, which is the non-parametric equivalent of the paired t-test. This research question dealt with any potential development on ICA of within-the-group students in solely the sixth-grade experimental and control groups during ten weeks and week by week. The fifth research question was analyzed by Friedman test and Wilcoxon signed-rank test as a post-hoc test. This research question dealt with any potential development on ICA of the students in solely eighth-grade experimental and control groups throughout ten weeks and week after week. By uncovering the assessment of achievement scores on a weekly basis, each group was evaluated in itself with the points assigned to the written paragraphs per week. By doing so, the researcher aimed at centering upon the success levels of both experimental and control group one at a time. Two-times relation between weeks was also checked.

The sixth research question was analyzed through Mann-Whitney U test. This was concerned about any potential differences between the sixth-grade experimental and control groups in terms of achievement scores, separately. The seventh research question was examined through Mann-Whitney U test. This was related to any potential differences between the eighth-grade experimental and control groups in terms of achievement

scores, individually. Lastly, the eighth research question was investigated through Mann-Whitney U test. Based on the benchmarks suggested by Cohen (1988), the effect sizes were also calculated and interpreted for the quantitative data involving in the research questions, which are from the third to eighth questions. Subsequently, intra-class correlation for both inter- and intra-rater reliability was measured as a proof to the reliability and internal validity of the investigation. In Chapter 4, the findings that were unearthed are explained regarding the eight research questions, respectively.

Inter- and Intra-Rater Reliability of the Scoring Procedures and Interview Transcripts' Analyses. Although the school context comprising students and staff whose actions could be influenced by weather, fatigue, excitement, change of routine, and marks obtained from the lessons in the education term, both inter- and intra-rater reliability were performed to display how and to what extent the assessment procedure was run by the raters in themselves and between themselves in this inquiry. However, it could be mentioned that reliability is not a precondition for validity for classroom assessment, so that decisions made is likely to be altered correspondingly for the better assessment. The validity and reliability criteria of a test are expected to provide to ensure the exam quality. In this vein, the researcher concentrated on the construct validity while preparing writing task items. On condition that a test measures what it is supposed to measure, this is a sign of construct validity (Brown & Abeywickrama, 2010; Weigle, 2007). The question items were based on writing on different genres, such as *using examples* and *comparison and contrast*, since the lesson content also covered writing on various genres on the level of a paragraph.

As for the reliability, which refers to consistency between scores or measurement (Weigle, 2007), two different raters graded papers, and then the inter-rater reliability coefficient was computed. Lastly, the instruments were defined as analytic writing assessment rubric used for the process-oriented writing parts of the taught English lessons and analyzed semi-structured interview transcripts. Under the circumstances of

COVID-19 pandemic, the applied online teaching lessons, weekly-written assignments and follow-up interviews were investigated under the sub-heading of data collection stages. The logic behind why non-parametric tests were utilized in the study was also reported. Hence, the analyses of the findings were delved into being introduced in the next section.

Chapter 4

Findings, Comments and Discussion

In the first part of this chapter, the results of the analyses are presented in the order of research questions of the study. Firstly, the research questions are reviewed. Next, the results of each research question are depicted on the grounds of the quantitative and qualitative findings. Because of the fact that this study is reposed on a mixed-methods research design, it has utilized both quantitative and qualitative data collection tools. In order to analyze the data and to answer the relevant research questions, statistical analyses as descriptive and inferential styles were performed for the quantitative data by assessing the strength of the differences in the variables which were interpreted acting upon Cohen (1988)'s guidelines. The content analysis through is fulfilled for the qualitative data by evaluating the categorized themes which have been extracted from the interview transcripts in the format of documents. In this way, the triangulation of the numerical and verbal data prepared to be moved on to the last section, which is discussing the data results and reaching conclusions. The second part of the chapter bears upon the summary of the findings concerning eight research questions and their potential discussions and interpretations of the results supported by the sample studies in the current literature.

Findings of the Data Analysis

The focal points of the research are hinged upon the research questions that were employed to be explained are as follows:

1. How should writing-based portfolios be implemented in raising ICA by secondary EFL learners?
2. How should writing-based portfolios be implemented in raising ICA by secondary EFL teachers?

3. To what extent is portfolio-based writing assessment successful for secondary school EFL learners' development of ICA?

4. Is there any development of sixth-grade students' ICA in assessment of EFL classrooms? If so, to what extent?

5. Is there any development of eighth-grade students' ICA in assessment of EFL classrooms? If so, to what extent?

6. Are there any achievement differences between the assessment of ICA in sixth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

7. Are there any achievement differences between the assessment of ICA in eighth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

8. Are there any achievement differences between the assessment of ICA in sixth-grade and eighth-grade EFL classrooms where portfolio-immersed lessons are implemented? If so, to what extent?

Findings of the Qualitative Data Analysis

In order to elaborate on the quantitative findings and validate the results, it is vital to disclose the interviewees' experiences and points of view for the present investigation. Among the participants, 32 volunteer participant student interviewees commented on their attitudes towards world cultures in addition to the target culture, target culture and intercultural teaching and ICA accompanied with 10 interview items that were prepared by the researcher. After transcribing the audio-recorded data and translated into English from Turkish, the researcher made notes, provided the related codes and formed the thematic patterns depending on these codes through thematic content analysis. By connecting the interrelated codes, the researcher was able to write up the qualitative findings. By experiencing the implementation process of the current study, the first research question

illustrated below is dealt with 32 secondary EFL students' perspectives, 15 of whom were sixth-grade experimental group and 17 of whom were from the eighth-grade experimental group. The second research question investigates 14 secondary EFL teachers' viewpoints regarding the issue, who served in the same sociological region of the school where the implementation was realized. The findings of the qualitative data analysis are supplied under the first and second research questions of this study as can be seen in the next section.

Data Analysis for the Research Question 1: How should writing-based portfolios be implemented in raising ICA by secondary EFL learners?. The responses of the interviewees were listed under each related interview question as presented below. Subsequently, the themes, sub-themes, and their proportions are depicted, and the interviewees' excerpts were also given to further reveal the students' viewpoints towards adopting portfolio-immersed lessons on the way of developing students' ICA in the EFL writing skills parts. In this regard, the interview results were scrutinized in detail. Then, thematic content analysis was administered, and the data are coded regarding what secondary EFL students pointed and to what they referred in their comments. Emerging codes were classified into the related categories to create themes. Accordingly, the sub-themes for each student interview item were identified and exemplified by the sample quotations selected.

Student Interview Question 1: What is your definition of culture?. All of the participants made their own definitions through retrieving their general knowledge about the culture as a term. It was noticed that there were some common viewpoints that the participants had touched upon. The following table identifies the sub-themes and their frequencies of the students' perspectives:

Table 12

Proportion of Emergent Sub-themes for the Student Interview Question-1

Emergent Theme and Sub-themes	f
<i>Emergent Theme: General Overview of Culture</i>	
<i>Sub-theme-1:</i> Culture means traditional and unique similarities shared within a country at a national level.	78%
<i>Sub-theme-2:</i> Culture refers to distinctive international traits that extend beyond a country's boundaries.	87%
<i>Sub-theme-3:</i> Culture represents <i>small c</i> patterns from daily life such as values, beliefs, attitudes and behaviors.	84%
<i>Sub-theme-4:</i> Culture represents <i>big C</i> patterns from scientific and aesthetic aspects such as literature, art, history and geography.	81%

Regarding the formed emergent theme as *general overview of culture*, 25 out of 32 interviewee students commented on the point of cultural similarities within a society belonging to a country such as traditions, customs, folklores, local dishes and clothing (78%). 28 of the interviewee students referred to the culture from a global sense by touching upon the differences across the countries (87%). While 27 of them mentioned about the features of *small c* in their definitions such as values, behaviors, attitudes, religious beliefs from everyday living in a society (84%), 26 of them addressed to *big C* characteristics such as literature, arts, dancing figures, sports, history, geography within an aesthetic manner. The excerpts shed light on them as following:

When saying culture, the meals that our nation makes, sport branches such as wrestling and the things that Turkish people generally do in everyday life. (14 – Sub-theme-1)

When saying culture, different nationalities' traditional activities such as their national festivals or celebrations, their different kinds of food and dishes and their religious holidays come to my mind. (13 – Sub-theme-2)

It is the traditions and customs in which a body gesture, ways of speech delivery, behavioral styles such as respecting the elderly, signs or icons used in the public

can have various meanings and show similarities or differences from a country to another. (I28 – Sub-theme-3)

When saying culture, the specific life style as the part of a society comes to my mind in terms of its language, cuisine or folklore, historical events, geographical features, music and literature shaped in aesthetic activities. (I30 – Sub-theme-4)

Well, culture is countries' cultures that belong themselves and what they have been doing for years such as their celebrations on special days. In some countries, there are traditional things such as dressing, marriage and speech delivery that pertain to themselves idiosyncratically. (I9)

It is the characteristics transmitted from one generation to another for long years, and it is used for differing the countries from each other. For example, in our country, rules of respect and custom take the stage. Every country has its very own unique culture. (I22)

In general terms, it was observed that the interviewees agreed upon the way of life within a community as a notion of culture. It was also comprehended that they view culture is not static, yet a matter of fact which passes down from one generation to the next one. I9 and I22 explained their own definitions related to it above.

Student Interview Question 2: Have you ever been to a foreign country?. All of the participants shared their comments on whether they have ever travelled to any other countries. It was realized that there were some common answers that the participants had stated. In Table 13, the sub-themes and their frequencies of the students' perspectives about this experience-based question are presented:

Table 13

Proportion of Emergent Sub-themes for the Student Interview Question-2

Emergent Theme and Sub-themes	f
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Emergent Theme: Abroad Experience

<i>Sub-theme-1:</i> The student has been to a foreign country before and is eager to visit more.	13%
Touristic purposes	9%
Residual purposes	9%
<i>Sub-theme-2:</i> The student has been to a foreign country before and is not eager to visit more.	3%
<i>Sub-theme-3:</i> The student has not been to a foreign country before but is eager to visit.	75%
Touristic purposes	50%
Educational purposes	13%
Residual purposes	9%
Professional development purposes	3%
<i>Sub-theme-4:</i> The student has not been to a foreign country before and is not eager to visit.	9%

A recurrent perspective among the participants was that 24 of 32 interviewees had not travelled to any foreign countries but were enthusiastic about experiencing it (75%) in whom 16 of them expressed their touristic visit purposes (50%), four of them stated their educational targets (13%), three of them uttered their plan for living abroad (9%) and one of them articulated her wish for business experience (3%). Three of them expressed that they had not been to a foreign country before and was not eager to visit at all (9%). Five of the interview participants stated that they had been to any foreign countries in whom four of them uttered that they had been to a foreign country before and was eager to visit more (13%) while one of them said that she had been to a foreign country before and was not eager to visit more (3%). The comments below illustrate these points of view:

Apart from Pakistan and Afghanistan, which is my homeland, I have been to Iran and now I'm here in Türkiye. I wish to see England, France and Canada. London

Eye, Eiffel Tower and Niagara Falls catch my attention, actually. (I8 – Sub-theme-1: Touristic purposes)

Yes, I have been to Ukraine when we went there for my uncle's wedding last summer. I'd also like to visit Italy because its cuisine has so delicious meals such as pizza, spaghetti, tiramisu, panna cotta, etc. (I23: Sub-theme-1: Touristic purposes)

Apart from Iraq, I have been to Türkiye. Also, I would like to live in Germany at its capital city Berlin when I become an adult. I don't know the reason why, but it gives me happiness, and I feel close to it. (I9 - Sub-theme-1: Residual purposes)

I migrated to Türkiye from Iraq, and I don't want to visit any other country. I don't want to be prejudiced against me by foreigners when I go abroad. I have been living in Türkiye for five years. I'm happy here with my family. (I6 – Sub-theme-2)

I have never been to a foreign country before, but I would love to go so much. I would rather go to a rainy place such as England rather than sunny venues. I remember the pictures that I saw about it how glamorous when the weather was rainy in England. I really wish to visit its magical castles on a gloomy weather. (I10: Sub-theme-3: Touristic purposes)

No, I haven't, but I'd like to go to France and South Korea because I like France and its Eiffel Tower very much. I wish to take photos of it by myself. Also, it is said that South Korea is a very clean country. That's why, I wonder both of them. (I:25 – Sub-theme-3: Touristic purposes)

No, I haven't, but I really would like to go to the USA or Germany because the people there behave everybody very well, in my opinion. While surfing on YouTube, some YouTubers go to Germany, and I know that they have introduced it. For example, I would like to go there for studying at either high school or university. (I7 – Sub-theme-3: Educational purposes)

No, but I want to live in Germany because I have lots of relatives in Germany and I'm very curious about the country and its culture. It has generally the top popular places among the countries since there are lots of various utilities to live globally; for instance, there are lots of stores and cafeterias. There are cat cafeterias where you can both feed yourself and the cats at the same time. (I28: Sub-theme-3: Residual purposes)

I haven't, but I want to be a professional in medicine and work in England as a doctor. (I8 – Sub-theme-3: Professional development purposes)

No, teacher. I have never even been out of Ankara. I don't want to travel to a foreign country. I love my own city so much. (I11 – Sub-theme-4)

Ten of the interviewees reported that they wished to visit France. Six of them told that they wanted to go to the USA. Five of them stated that they would like to travel to England or Germany. Three of them uttered that they wished to travel to South Korea or Italy. One interviewee each said that they wanted to visit Canada, China or Spain, separately. Consequently, the fact that the participants touched upon various countries with their desire for visiting them displays their curiosity and openness towards the cultural diversity on an international level.

Student Interview Question 3: From your perspective, what does intercultural awareness refer to? The interviewee participants were also requested to share their ideas about what intercultural awareness meant for them. Based on all the responses given, the definitions, connotations and associations about the intercultural awareness uncovered four sub-themes for the conceptual framework of the so-called term. In Table 14, the frequencies and sub-branches of the emergent theme were visualized below.

Table 14

Proportion of Emergent Sub-themes for the Student Interview Question-3

Emergent Theme and Sub-themes	f
<i>Emergent Theme: A Conceptual Framework of Intercultural Awareness</i>	
<i>Sub-theme-1: ICA refers to evaluating self-awareness.</i>	28%
<i>Sub-theme-2: ICA alludes to identifying cross-cultural similarities and differences.</i>	25%
<i>Sub-theme-3: ICA addresses broadening cultural viewpoints.</i>	25%
<i>Sub-theme-4: ICA pertains to spotting intercultural similarities and differences.</i>	22%

In consideration of the close range of the numerical values regarding the definition or association of intercultural awareness for the participants, it was noticed that eight of them mentioned about ICA as an assistant concept of broadening their cultural perspectives (25%). With the same proportion, eight of them revealed that it referred to identifying cross-cultural similarities and differences between their own cultures and the other's (25%). Seven of them reported that ICA was relevant to spotting intercultural similarities and differences among cultures (22%). Nine of them concerned that it related evaluating self-awareness by observing the level of transformation and modification in their perceptions about other cultures and their capability level to demonstrate their cultural competence as their fifth skill (28%). The comments below shed light on the present research question:

I would like to see other cultures and countries because there are different architectural buildings such as mosques. In the future, I wish to be a global architect who travels a lot. (I15- Sub-theme-1)

It refers to the behaviors of people. In terms of intercultural awareness, it requires not to exclude each other or cast someone off. If we develop intercultural awareness, we can adapt ourselves to the foreign culture whenever we are exposed to. (I23 – Sub-theme-1)

By the help of intercultural awareness, it takes us to the advanced level in terms of speaking their language more comfortably, understanding the behavioral styles of

the societies and comprehending the actions that its people do how and why. (132 – Sub-theme-1)

While some cultures have good-natured points, there are also marriages at very young ages in other cultures. Previously, there was an obligation for the children to marry between the ages of 12 and 14 in our country in Afghanistan. For instance, my mother married at the age of 12. At the age of 14, she became a mother, and she gave birth to her baby. In some countries, there are bad sides of the culture while there are good sides of culture in others. (19 – Sub-theme-2)

It refers to the differences between our own and other cultures. For example, Ramadan Feast is celebrated in our country every year while Europeans celebrate Christmas and New Year's Eve every year. (125 – Sub-theme-2)

Seeing different cultures enables us to compare them with our own culture, so I could understand the resembling and distinctive sides of different cultures and how they were consciously implemented in their very own environment. (14 – Sub-theme-2)

It addresses to alterations and differences in terms of cultures. It means that cultures are different from each other in terms of language or even the way of dancing. (116 – Sub-theme-2)

In my view, intercultural awareness is a really good thing because there can be different characteristics in some places. For instance, while one country has its own culture, another country has another specific culture. Each culture is different from the other. I like this situation very much because it shouldn't be only one culture of a country, I think. If there is only one culture in a country, everything may be all mixed up and topsy-turvy. It would be much better for them to be as different as possible. (17 – Sub-theme-3)

It refers to being more knowledgeable and conscious in terms of other cultures, so that I get to know new cultures at least. (I5 – Sub-theme-3)

Awareness provides getting to know each other and respecting for others' traditions. It demonstrates as a community how to approach them. It helps me show empathy towards others much easier. Anyway, we already established empathy and developed a sense of respecting towards their traditions and customs at our online lessons. It was useful. (I8 – Sub-theme-3)

It addresses to diversity and uniqueness with freedom. (I12 – Sub-theme-3)

It reminds me of our being taught about other countries' cultures. For instance, we learned about Tomato festival in Spain. Also, Holi Festival is celebrated in India by throwing the color tubes into the air, I guess. (I9 – Sub-theme-4)

We saw intercultural differences at live lessons. For example, France and England have different viewpoints about greeting. For example, in the UK, people often greet each other with a single kiss to one cheek whereas the number of kisses varies depending on the region for French people. (I17 – Sub-theme-4)

It refers to the cultural differences among countries. (I18 – Sub-theme-4)

I realized that Middle Eastern countries also eat Künefe as a dessert. It can be accepted as intercultural awareness, I think. (I16 – Sub-theme-4)

Student Interview Question 4: Which benefits have you experienced after direct teaching of culture during English writing lessons?. The interviewee participants were requested to share their ideas about which advantages they took from explicit teaching of culture throughout their EFL writing sessions. Grounded on the comments made, the positive sides of the student experiences concerning the implementation phases of the present study were analyzed. In Table 15, it was illustrated that the frequencies and supporting units of the theme occurred.

Table 15*Proportion of Emergent Sub-themes for the Student Interview Question-4*

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Benefits of Explicit Culture Teaching</i>	
<i>Sub-theme-1: General knowledge enhancement</i>	28%
<i>Sub-theme-2: Basic writing skills improvement</i>	28%
<i>Sub-theme-3: Altered understanding of practicality</i>	25%
<i>Sub-theme-4: Additional language skills & domains development</i>	19%

When reviewing the sub-themes which appeared, it was observed that nine of the participants talked about the enrichment in their world views regarding both their own culture and other cultures (28%). With the same percentage, nine of them expressed that they improved their writing processes from forming a sentence to editing a paragraph (28%). Six of them reported that they also developed their other language-related skills and domains in addition to writing such as reading, speaking, vocabulary and pronunciation strengthened with revision (19%). Eight of them stated that they noticed some altered conceptions of theirs about language use in a variety of cultural contexts (25%). The supporting evidence of the participants' remarks are presented as below:

I developed myself more since I got to know different cultures. Because our lessons were very enjoyable, I started to like English much more. (I32 – Sub-theme-1)

I have learned the countries and their lifestyles such as their festivals. In other words, it has been beneficial for me. In live lessons, we watched a wide range of different videos in terms of cultures. Afterwards, we wrote some writings as compositions. Also, according to my opinion or different people's opinions, we made discussions. (I1 – Sub-theme-1)

I saw other countries and cultures during live lessons. For example, I felt like as if I went to the countries that I haven't been to before, and I got to know them. (I13 – Sub-theme-1)

It helped me realize that different cultures are as normal and unique as ours. In short, it developed my awareness. (I18 – Sub-theme-1)

For example, I can say that my awareness for cultures has increased. When we examined the recipes, I wrote a paragraph about onion soup, so that I learned the recipe of Onion Soup, which is special to France. (I22 – Sub-theme-1)

I started to make sentences that I couldn't handle before. I learned the unknown words. I couldn't write some sentences since I didn't know the words, but now I can write sentences more or less. I can make sort of sentences. I read, review, edit and write my paragraphs by reading aloud over them. (I3 – Sub-theme-2)

It aided me in writing paragraphs in English. (I17 – Sub-theme-2)

Of course, it was beneficial, especially for paragraph writing it was very useful. For instance, since we wrote sample paragraphs about communication, technology, societal rules and language etiquettes, I learned the words and paragraph beforehand, it was very helpful in my class performance. (I21 – Sub-theme-2)

It has provided very good benefits. For example, I developed myself more in terms of writing in English. I wrote my texts much attentively in order of expressing myself much more. It became more fluent in a more comprehensible way. I completed my writings in this respect. (I31 – Sub-theme-2)

Throughout the ten-week-live lesson process, my writing skills developed so much, which I mean I couldn't write and express myself in organization. For the first three or four paragraphs, I couldn't write, but then I realized that I could start writing in English. I didn't ask myself how to write or think about the writing process in my

mind anymore. The arrangement part of my writing was not a problem for me after three or four paragraphs later. It improved to a large extent. (I29 – Sub-theme-2)

It was effective for me in terms of being educational and informative. (I15 – Sub-theme-3)

Suppose that we went to another country, if God pleases, we could be aware of what we would do there. We could behave accordingly. (I14 – Sub-theme-3)

I developed my cultural perspectives and writing skills. In terms of culture, it was better to learn the cultures I hadn't known before. When I go to another country or in my own country, this knowledge can be necessary. . . . When finding a job or something else in both on abroad and in our country, it can be necessary everywhere. It makes our lives easier. On abroad, we can understand how to live where, what and how to do. For instance, when hanging out with our friends or family and having fun, eating out and spending time with them together, I can use English on abroad at a cafeteria, restaurant, and library. It will be useful for me then while talking with the waiter or library clerk. (I4 – Sub-theme-3)

I learned the cultures of the future and the ways of adapting to them. When we go abroad or somewhere in Türkiye in which we need to speak English, it will help us and it will be very useful since we have already known how to behave in a suitable manner. Suppose that I went to Korea. Since I have already learned some basic features of their culture in Türkiye beforehand, I wouldn't have difficulty in adapting to their culture there. The communication with Korean people will be much easier because I know English in terms of how to write and how to speak. (I24 – Sub-theme-3)

Being informed of good manners and behavior styles in various countries can be very helpful for us when we go abroad. I realized that I showed suitable behaviors

and developed appropriate viewpoints regarding the countries and their cultures. (I26 – Sub-theme-3)

It was quite beneficial for me. That we repeated what we did at school both at classroom and at live lessons was good for me. (I2 – Sub-theme-4)

It expanded my vocabulary store. When I form sentences in English, I am able to understand the meanings of the sentences better. That is to say, I can translate them much faster. (I23 – Sub-theme-4)

Firstly, at my previous school, we generally memorized words, but here since we always followed the texts and wrote many texts, our English reading skills developed, and we also progressed at writing in English, naturally. I also learned the body movements, polite and impolite language differences in our own and other cultures. (I28 – Sub-theme-4)

It was beneficial for me because I could understand the things at live lessons that I couldn't understand at face-to-face lessons. Conversely, I couldn't understand at face-to-face lessons at school. Although almost the same topics were taught in face-to-face and online lessons, the difference was the online lessons were much more in detail than face-to-face lessons. (I7 – Sub-theme-4)

It was very beneficial for me because live lesson sessions really helped me in this process. I both learned to write in English and my reading skills developed much more. My pronunciation improved as well. While I was listening to my teacher at live lessons and we were writing paragraphs ourselves, I read them aloud myself. Our teacher helped us on the points that weren't made sense. Normally, my English was really bad at primary school although my older sister's quite good, but when I came to secondary school, it developed like that. For two or four weeks, I have been realizing this. With my older sister, we made English dialogues between us at home in order to develop our speaking skills, so that I understood that my

speaking skills developed. I tried to speak English at home, since I don't have my mother, I did it with my older brother, older sister and little sister. My older brother is working at the construction sector, and he knows English in addition to Arabic and Turkish. So, he knows more than one language. (I9 – Sub-theme-4)

Student Interview Question 5: What kind of topics have you written in your weekly written tasks? The students stated that they mostly wrote about what they experience from everyday life and what aroused their interests in a variety of fields such as sports, meals, movies, music and arts, and international cultures, related subjects to the units they have learnt in the classroom, cultural presentations based on a top-down approach in the target language. Following the specific paragraph writing methods of the related week they learned during online lessons, one of the repeated remarks stated was that they wrote about the weekly written tasks' themes which required information after they had done adequate amount of research to put in writing. The referred topics in the scripts are displayed in Table 16 below:

Table 16

Proportion of Emergent Sub-themes for the Student Interview Question-5

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Main Theme of the Writing Assignments</i>	
<i>Sub-theme-1: Characteristics of global cultures</i>	78%
<i>Sub-theme-2: Characteristics of local culture</i>	72%
<i>Sub-theme-3: Affiliated topics with curriculum</i>	69%
<i>Sub-theme-4: General-to-specific patterns of culture representations</i>	56%

Based upon the frequencies in Table 16 above, 25 of the interviewee participants mentioned about the features international cultures across the world (78%) while 23 of them touched upon the diverse features of Turkish culture in their paragraphs (72%). By outlining the main theme of the writing tasks, one of the recurrent points in the comments

was that 22 of them talked about the alignment of the writing topics posed at online lessons with the units in the fall term in the classroom at school (69%) and 18 of them mentioned about their tendency to present their ideas in a top-down approach model writing (56%). The various responses posed by the interviewee participants which match with the main theme of the writing assignments are noted as below:

We learned and wrote about the replying styles of other cultures on the phone. We learned about the popular food and drinks and meals of other cultures. We wrote about how to give a recipe which is belonged to other cultures' cuisine. (128 – Sub-theme-1)

We wrote about weather conditions of the countries in the world, we learned the most favorite festivals in the world, we wrote about our favorite festival. Then, we learned the intercultural festivals among the countries. (17 – Sub-theme-1)

We wrote about the popular sightseeing places, global cuisines, weather conditions, special days and festivals of the countries. (114 – Sub-theme-1)

We generally wrote upon our way of living by presenting pieces from our everyday life such as our foods and drinks, one-week weather forecast in my homeland, festivals that we celebrate annually. That is to say, therefore, we reflected upon a wide range of our own lifestyles. (11 – Sub-theme-2)

There are our paragraphs about Turkish cuisine differing from region to region, weather conditions across our cities, our Turkish well-known people from various scientific fields, and so on. Those were among the ones we wrote about. (115 – Sub-theme-2)

I wrote about the ways of communication in other cultures, food styles of different countries, and travelling across foreign countries. We also wrote about the foreign countries' historical past, various inventions made in human history, folk dances of

various cultures, and so on. We also watched videos about them. (124 – Sub-theme-2)

First of all, we wrote about breakfast types, how people live and what they do through their way of life, which was related to unit named as Life, differences among and between cultures, weather conditions, and so on. We also wrote about such as festivals and festivals at the fair. While doing so, we wrote paragraphs by searching information for other cultures. (18 – Sub-theme-3)

We reviewed five units from our textbook and wrote about these five units. We wrote about time, foods, cities, weather conditions and fair, respectively. We're being taught about the fair now. (19 – Sub-theme-3)

We wrote lots of paragraphs on language and social etiquettes, manners, delivery of speech on the phone, etc. We understood our units better, and the blur in our mind has gone. Yes, it was useful for me. In terms of culture, I learned how to write paragraphs much more. I learned more vocabulary, and I could able to use the words much better. We saw different cultures, and this provides for us with wishing to go to these countries and being curious about them. (116 – Sub-theme-3)

We wrote about social etiquettes and language etiquettes, manners, traditional dishes from local and worldwide cuisines, communication, technological developments, other cultures' delivery of speech on the phone during ten-week-live lessons. We compare and contrast other cultures with ours. For example, while delivery of speech is different in Turkish culture, the delivery of speech can be divergent in Germany or the USA. (121- Sub-theme-3)

We wrote about music bands, routines, friendship, inventions, social manner principles, other cultures' delivery of speech on the phone through dialogues, and so on. We even also introduced a chef. (125 – Sub-theme-3)

We learned how to write a paragraph based on the paragraph writing methods that we learnt on the live lessons such as comparison and contrast and giving examples. The fact that I have learnt this beforehand made my writing assignment process be completed easier. (I26 – Sub-theme-3)

The writing topics that our teacher gave started with a more general view from global culture in the first week of the related topic. However, in the second week of the same topic, we dived into to the theme as more detailed and specialized from our life or our own culture. (I30 – Sub-theme-4)

We wrote about our daily routines, festivals of our favorite country. Some of the stuff we wrote had the same theme that the ones we had written before, but we adapted it to ourselves. For instance, we wrote about weather conditions from a more common perspective and then weather forecast of one of our favorite countries that we selected. In addition to this, we also wrote the weather conditions of the countries worldwide. While writing specifically, I understood the countries' weather conditions. Maybe in the future when I want to visit a specific country, I will have got familiar with this particular country's weather conditions. Anyway, weather conditions are important for me. If a country has hot weather conditions or terms, I don't like hot weather so much, conversely, I would prefer warm weather, that's why. (I10 – Sub-theme-4)

Student Interview Question 6: What are the difficulties that you have encountered while integrating culture-loaded information into your writing tasks and performance? All of the students expressed that they had integrated culture-loaded information into their writing performances in various ways. Another notion mostly stated was that an experienced person, who was the teacher in this case, could be able to transmit the cultural information to them in addition to their own search for information. One of the recurrent themes that participants commented on the difficulties was that they encountered a great deal of challenges while writing culture-related topics in their written

performances with regard to the lack of vocabulary and incompetencies of sentence formation syntactically and morphologically, and sentence combination with other sentences semantically. In this sense, the researcher also addressed to the word and phrases, which appeared in the videos, on the web pages or in sample written documents that she demonstrated. The participants also indicated that the teacher drew attention to the language items as social functions regarding how to use in daily life situations by giving examples, which they found quite useful. In Table 17, the fledgling theme regarding the obstacles in the way of integrating cultural items into their writing tasks was illustrated as below:

Table 17

Proportion of Emergent Sub-themes for the Student Interview Question-6

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Challenges of Merging Culture into Writing Assignments</i>	
<i>Sub-theme-1: Concern about unilateral translation</i>	63%
<i>Sub-theme-2: Lack of vocabulary</i>	59%
<i>Sub-theme-3: Incompetency at forming syntactic and semantic structure</i>	56%
<i>Sub-theme-4: Finding suitable content within the context</i>	44%

Twenty-six of the participants mentioned about the difficulties they encountered during the writing process of their weekly assignments (81%) whereas six of them expressed that they did not have any trouble in integrating culture-loaded information into their writing tasks (19%). In line with the answers posed by the participants in Table 17, 20 of the participants uttered that they had difficulty in translating the content from their native language to English (63%) while 19 of them expressed that they had trouble in the inadequacy of word knowledge (59%). Eighteen of them stated that they had obstacles in creating syntactically and semantically appropriate sentences (56%) while 14 of them had barriers for presenting suitable content within the given contexts of writing tasks (44%). The sample comments of the participants depicted are as follows:

I wrote the Turkish version of the paragraph on a sheet, and then I translated some sentences into English by myself while I wrote some sentences by getting help from my teacher. I searched for the information on the Net, so that I could be able to find what to write beforehand. I put them in order later for what to write at the first, second and third line. (I27 – Sub-theme-1)

Actually, there isn't much that difficulty. The only problem is that language used is English. Since we speak Turkish normally at school environment, English as the used language is the hard part during live lessons. Therefore, I may have difficulty in it. (I14 – Sub-theme-1)

Firstly, I wrote the Turkish version of it by myself, and I translated the ones that I could do translate, for the ones that I couldn't translate, I asked my teacher for help, and she also gave feedback to our mistakes in our paragraphs and aided us in correcting them. I also got help from the applications on the phone. (I22 – Sub-theme-1)

I struggled in writing some sentences by not knowing English equivalents of the Turkish sentences. I either asked them to my teacher, got information from my peers or tried to write the sentences based on my existing knowledge. (I7 – Sub-theme-1)

While using some words, I struggled in translating these from Turkish to English. Since I first wrote sentences in Turkish regarding what I would write and I translated them into English later, it wasn't hard. (I21 – Sub-theme-1)

Yes, I sometimes had difficulty in finding the words' meanings, and I searched them from dictionaries. I had a little bit difficulty in combining the words. In this regard, our teacher also shared related links and documents on our WhatsApp group and Zoom chat part. She gave us feedback and made corrections together and then I achieved to write by myself. (I32 – Sub-theme-2)

I had difficulty in unscrambling the words when there were some unknown phrases. I got help from my older sister and the Net or on the phone. (I25 – Sub-theme-2)

I didn't know some words' meanings and their spellings, and I had difficulty in writing them during the early weeks. However, it didn't happen when I wrote the last paragraphs. (I22 – Sub-theme-2)

One of the most difficult things for me was the words that I didn't know. I had sometimes difficulty in writing them, but I learned these by the help of our teacher. I sometimes watched educational videos on YouTube on my own, and I made use of them. I watched extra videos at home. Our teacher also shared informative links and blog writings. They both were in written format and provided knowledge with being permanent in our brains, and they were useful. (I1 – Sub-theme-2)

I had difficulty in understanding some of the words' meanings, combining the words with each other and transforming them into sentences. (I31 – Sub-theme-3)

I couldn't put some suffixes at the end of the words properly even though I knew them. I got help from my peers, and I listened to my teacher carefully. (I1 – Sub-theme-3)

Yes, I had difficulty in finding conjunctions such as but and also. I couldn't connect the sentences with each other. Most of the time, I asked my teacher, so I tried to learn this way. (I28 – Sub-theme-3)

It was challenging to write some words in terms of their spelling. By the help of my vocbook, I had a little bit difficulty in writing sentences, but not that much. When I encountered a trouble for producing a piece of writing, my solution was to repeat what we learned at online lessons with the aim of keeping in my mind. Sometimes, I got help from my teacher, classmates, books and the Internet. (I5 – Sub-theme-3)

I had difficulty in finding the ideas to write paragraphs and examples. Sometimes, I wrote and delete my writings lots of the time, and I rewrote the content of my writings. (I22 – Sub-theme-4)

When finding the ideas, writing the sentences and choosing the suitable country was hard for me. I searched for finding ideas to write more. I examined what some of my friends wrote upon. By forming an opinion through them, I achieved to write my own paragraphs. (I10 – Sub-theme-4)

Actually, there is no difficulty that we have encountered, but one occasion happened, which distracted my attention the most. Well, I had a little bit difficulty in expressing myself right to people, then I came over it, though. Also, I searched for it from the Net what to write more, and I also asked my teacher for some solutions to the problem of self-expression. (I8 – Sub-theme-4)

I had difficulty in finding ideas for my writing assignments. As a remedial, I repeated the topic that we learned at online, and we made revisions at school. We also made discussions, exchanged information and brainstormed on the topics. (I9 – Sub-theme-4)

Likewise, it was also affirmed that there were some solutions put forward to the problems which the participants were faced with in the course of merging culture-loaded information into their written tasks. The proposed solutions to the integration problem of cultural sense into the writing performance are offered in the following lines:

I didn't have any difficulty in finding ideas or examples for my writing topics thanks to the live lessons through distance education. We were taught online lessons by our teacher. She had us watch videos on her laptop, and she showed us vocabulary. We kept a vocbook for the words. Both by reading articles, vocbook and sample paragraphs on the blogs and by watching informative videos, our work was getting easier. (I24 – Remedial solutions)

I did some research for it or my teacher helped me by sharing extra links and blog writings in addition to giving feedback to my work. So, I could be able to edit my paragraph before putting into my portfolio. (I13 – Remedial solutions)

I used dictionaries. When I couldn't find the related words or phrases, I searched on the Net. I found my writing content from the dictionary and the Net. (I29 – Remedial solutions)

I searched for more detailed information about the cultural topics, and I watched videos about the related topics on YouTube. Mostly, I watched the videos that my teacher had sent us on our WhatsApp group, but I also watched the videos that I found myself. They were very useful for me. (I31 – Remedial solutions)

Student Interview Question 7: What kind of ways in developing of intercultural awareness has your EFL teacher used in the classroom?. All of the students reflected the ways and tools they had observed that their teacher utilized during and out of the lesson durations. One of the recurrent themes that participants commented on was the diversity of the ways utilized by the teacher, which they found them very useful. The participants also indicated that the teacher drew attention to the sensitivity and emphasis over not only the cross-cultural features but also the intercultural characteristics in online lessons. In Table 18, the fledgling themes were illustrated as below:

Table 18

Proportion of Emergent Sub-themes for the Student Interview Question-7

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Ways to Developing ICA</i>	
<i>Sub-theme-1: Utilization of distance education facilities</i>	88%
Use of computer-based technology tools	79%
Use of mobile applications	71%
<i>Sub-theme-2: Engagement of educational resources</i>	84%

Use of audio-visual materials	88%
Use of written materials	74%
<i>Sub-theme-3: Presentation of world cultures</i>	81%
<i>Sub-theme-4: Provision of formative feedback to student writing</i>	81%
<i>Sub-theme-5: Activation of language domains & language skills</i>	78%
Implementation of sample paragraph writing practices	92%
Fulfillment of vocabulary development exercises & creation of a vocabulary agenda	80%
Reflection on the extra-curricular input of listening, reading and viewing based on revision	64%
Organization of student-led oral discussions	96%
<i>Sub-theme-6: Share of personal abroad experiences</i>	75%
<i>Sub-theme-7: Integration of NVC cues</i>	38%
<i>Sub-theme-8: Adoption of top-down approach for teaching culture</i>	19%

All of the participants mentioned about the ways in developing of ICA which their EFL teacher used during the implementation process, so that a relatively wide branch of involvement of using ways to developing ICA of the students could be observed. Taking the overlapped statements expressed by the participants for the sub-themes of this present interview item's findings into account, 28 of the participants uttered that their teacher made use of distance education facilities (88%), 22 of which emphasized the use of computer-based technological devices such as laptop and 2.0 web tools through Google, YouTube and Zoom platforms together with web applications such as Cambridge Write & Improve (79%), and 20 of which focused on the use of mobile applications (71%), especially WhatsApp platform that provides an instant messaging system in a virtual environment. In line with the responses given by the participants in Table 18, 27 of the participants were involved in the engagement of educational resources (84%), 24 of which voiced that they witnessed the use of audio-visual materials such as images, videos, slides and music-based multimedia devices, and 20 of which expressed that they utilized the blog posts and sample written piles during virtual classroom sessions and the textbook belonged to MoNE in accordance with the teaching curriculum (74%). Twenty-six of them

stated that they tracked the introduction to developing world knowledge through teacher-led presentation of world cultures (81%).

Twenty-six of the interviewees touched upon the teacher provision of formative feedback to student writing either in the explicit or implicit ways by enabling reinforcement on self-writing practices of the students (81%) in addition to peer correction on virtual environment through a mobile application, i. e. WhatsApp Messenger that allows users to send text, voice and video messages. Twenty-five of them mentioned about the activation of language domains and language skills (78%). Twenty-three of them referred to the implementation of sample paragraph writing practices during online lessons (92%) while 20 of them touched upon their fulfillment of vocabulary development exercises within the frame of improving a language domain and formation of a vocabulary agenda called as *vocbook* (80%). By pointing to the advantages of blended learning environment with both face-to-face and online lessons, 16 of the interviewees spoke of the reflection on the extra-curricular input on listening, reading and viewing based on revisions about the outcomes they achieved at school lessons such as watching videos and scanning blog posts and sample written piles within the scope of developing language skills apart from writing skills (64%). Twenty-four of them mentioned that they took part in the organization of student-led oral discussions, providing speaking skills development as well by posing culture-immersed questions to their peers in order to find culture-related answers and thus activating critical-thinking processes of the students (96%). Twenty-four of them reported that their teacher shared her personal intercultural experiences by referring to going, studying and living abroad (75%). Also, 12 of them sighted the NVC cues such as gestures, mimics, eye contact, paralinguistic features such as loudness and tone of voice (38%) while six of them noticed the top-down model of culture teaching presented by their teacher from general overview to specific details of the cultural figures adorned around paragraph writing practices (19%). The participants clarified their comments by stating:

She used the means of distance education. She used textbooks, blog writings and applications on websites, videos from YouTube with the aim of enabling us to learn. She also used the chat section on Zoom herself and leaded us to utilize it at the end of each lesson in order to get our opinions about the related lesson's content. She also shared the links on WhatsApp for us to reach asynchronously whenever we needed. (I14 – Sub-theme-1: Distance education facilities)

We watched videos on her laptop screen that our teacher shared with us synchronously. We opened up PDF documents on Google platform. While introducing the topics, she had us watch videos from the computer on Zoom platform. We compared and contrasted verbally the different cultures in terms of which culture has what characteristics. (I27 – Sub-theme-1: Use of computer-based technology tools)

She turned on a canal on YouTube, and then she shared the links each week on our WhatsApp group. We watched videos on YouTube as well. (I22 – Sub-theme-1: Use of mobile applications)

She opened videos from the shared screen at live lessons and demonstrated visuals and sample writings on various blogs related to the topic. With our friends, we generally asked and exchanged information about the meanings of the words that we didn't know and discussed the differences and similarities between the culture of our own and foreign ones. (I2 – Sub-theme-2: Engagement of educational resources)

She showed us videos, and there were visuals and sample writings on culture in these videos. I got the knowledge of how these cultures were being displayed in the mentioned community. What I got from sample websites was the reality that I found most of the information I needed, thanks to my teacher. I sometimes repeated vocabulary before going to bed. I found them useful because it helped

me form sentences and got familiar with the cultures. (I3 – Sub-theme-2: Use of audio-visual materials)

We were taught at live lessons, and we also reviewed the topics at school through face-to-face lessons. We were also taught from our textbook and examined written sample writing piles on the screen online. We watched videos, then we wrote about the videos that we watched by considering the samples in the videos. (I4 – Sub-theme-2: Use of written materials)

From the computer, she demonstrated the things that we hadn't known before. She taught them as well. Our teacher illustrated sample writings. We examined sample writing texts on the blogs and written resources. (I13 – Sub-theme-2: Use of written materials)

Our teacher opened us videos on the screen and shared knowledge about other cultures in the world. She opened PDF documents, and we read them both aloud and silently. (I32 – Sub-theme-3: Presentation of world cultures)

She had us watch videos. She spoke English most of the time, but for the moments that we had difficulty in understanding what she was saying, she also sometimes used Turkish language. She gave us sample sentences, and we tried to know how to expand them that should be fixed into the story. We wrote sample paragraphs and exchanged information by talking on the topic with our teacher and peers. She gave us feedback regarding the points we needed to pay attention to in our paragraphs. She also noted some abbreviations with colorful pens, so it became more memorable for me in terms of the places I made mistakes. Correcting them accordingly became much easier for me in this sense. (I24 – Sub-theme-4: Provision of formative feedback to student writing)

As I said just before, she showed us blog posts, she taught herself, she had us watch videos and write sample paragraphs at live lessons and school as well. She

also gave us feedback on WhatsApp when we needed and helped us correct our mistakes. Before submitting our paragraphs, she told us that we should add this or we should correct there. So, she helped us that way. (I21 – Sub-theme-4: Provision of formative feedback to student writing)

I learned about our own culture, and I wrote paragraphs about these cultures. Our teacher used resources such as videos and mentioned about different countries' cultures such as Japan. We wrote sample paragraphs about them. She also wanted us to write paragraphs. We made discussions on the topics and exchanged information. She gave feedback to us whenever we asked for either online or face-to-face and helped us correct them. Each week, I asked her for further comments on my paragraph writing, so I could edit it before putting it into my dossier. (I19 – Sub-theme-4: Provision of formative feedback to student writing)

She gave us lots of research topics, and we as students talked about them with our teacher. We watched videos at online lessons. We also made sample paragraph writings at online lessons. We exchanged information about countries by speaking. People in the world get to know each other. (I12 – Sub-theme-5: Activation of language domains & language skills)

She directed us to write paragraphs and keep handmade dictionaries. Our teacher shared links and blog posts. She had us watch videos on the Net. She made sample paragraph writing on the screen during live lessons, and she asked us to write paragraphs based on the paragraph writing styles that we had just learnt. She also gave us feedback on WhatsApp group on the cellphone that she formed. (I26 – Sub-theme-5: Implementation of sample paragraph writing practices)

From our textbook, she had us examine sample writings. By doing so, she also led us to write new words related to the writing topic that we handled. We kept vocabooks which is a kind of word agendas, so that I could remember the words

more easily. (I23 – Sub-theme-5: Fulfillment of vocabulary development exercises & creation of a vocabulary agenda)

We learned the related vocabulary about the topic that we would write about. Our teacher played extra videos and wrote new vocabulary on the screen. We organized vocabooks in which we wrote the newly-encountered words and phrases by strengthening them through writing sample sentences including these unknown words. (I5 – Sub-theme-5: Fulfillment of vocabulary development exercises & creation of a vocabulary agenda)

Firstly, she had us listen to the songs and watch videos in English from foreign countries which has English subtitles as well. Generally, she demonstrated the top ten of cultural phenomena in different foreign countries such as national festivals and visual arts that are the most favorite ones and represent their countries. For instance, such as festivals in Dubai and religious festivals, and so forth. My teacher also touched upon our own culture. We mentioned about Ramadan and Sacrifice Feast, Children's Day, and so on. (I8 – Sub-theme-5: Reflection on the extra-curricular input of listening, reading and viewing based on revision)

We watched videos, and our teacher had us conduct the Internet search. She showed us examples, and we talked about the sample writing topics during the lessons with my classmates and the teacher. We did lots of revisions, and we repeated the topics week after week from the slides. The writing topics of the weeks are interconnected to its related unit. (I29 – Sub-theme-5: Reflection on the extra-curricular input of listening, reading and viewing based on revision)

In order to make us understand better, by getting us watched videos, she tried to demonstrate the differences among cultures. She tried hard for us to learn. We made discussions about the topics. I made comments about the countries during online lessons. I made sample writing implementations during online lessons. (I7 –

Sub-theme-5: Reflection on the extra-curricular input of listening, reading and viewing based on revision)

Our teacher helped us very much to understand the topics, especially in the first week of the live lessons. Actually, we repeated the topics at school face-to-face that we had learnt before in online lessons but through more activities and in more detail. (I25 – Sub-theme-5: Reflection on the extra-curricular input of listening, reading and viewing based on revision)

We watched lots of videos and made discussions on the cultural scenes where our teacher stopped and replayed. We exchanged information with my classmates and teacher about contrasting and comparing the countries. (I17 – Sub-theme-5: Organization of student-led oral discussions)

We brainstormed on the topics with our classmates. Our teacher also took part in necessary parts, so that we exchanged our knowledge with each other. We made student-to-student and teacher-to-student verbal discussions. (I30 – Sub-theme-5: Organization of student-led oral discussions)

Generally, it was nice to watch English videos. It was also nice for me that she showed the foreign countries that she had visited before. She had us write paragraphs and mentioned about her experiences and knowledge about the other cultures. She shared how to travel fruitfully and affordably and mentioned about the study opportunities both in universities and high schools. (I10 – Sub-theme-6: Share of personal abroad experiences)

My teacher used the mimics and gestures very frequently while she was teaching the lesson, so I could see her live and the things I learned stuck in my mind much faster and easier. She even raised her voice frequently to draw attention to important similarities and differences across cultural features. (I28 – Sub-theme-7: Integration of NVC cues)

She illustrated the paragraphs, and she enabled us to examine the visuals. She taught the topics from the very beginning by presenting a general view over the cultures. We watched the videos, and we talked about the topics together with the teacher and my classmates on specific points based on similarities and differences between our own culture and other cultures. (I15 – Sub-theme-8: Adoption of top-down approach for teaching culture)

Student Interview Question 8: Do you think that it is important to be informed about the other cultures? Why/Why not? All of the students agreed upon the importance of being informed about the other cultures. In that sense, it is remarkable that there is a bilateral relation between the sub-themes uncovered as the benefits of being informed about cultures and contributions of being a knowledgeable individual into the whole personal development. The participants have addressed to the pros of being a culturally-informative learner while unfolding the reasons why development of ICA ought to be integrated into EFL writing sessions. Table 19 displays the emergent sub-themes with their frequencies.

Table 19

Proportion of Emergent Sub-themes for the Student Interview Question-8

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Advantages of Being Informed about Other Cultures</i>	
<i>Sub-theme-1: Activating home culture awareness and getting to know oneself better</i>	78%
<i>Sub-theme-2: Developing intercultural awareness and cultural sensitivity</i>	81%
<i>Sub-theme-3: Improving problem solving skills and taking actions</i>	16%
<i>Sub-theme-4: Learning essential survival skills and being a global citizen</i>	56%
Making Use of cultural knowledge for educational, business-related, touristic and living abroad purposes	50%
<i>Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural</i>	44%

empathy

Sub-theme-6: Facilitating cultural adaptation on abroad 84%

Sub-theme-7: Connecting meaningful interaction and intelligible communication 47%

When it comes to examining the concurrent statements put forward by the interviewees, 25 of the participants stated that being informative about other cultures enabled them to realize their home culture characteristics to a greater extent and get to know themselves better (78%). Twenty-six of the interviewees mentioned that it developed their awareness about other cultures and thus improving their cultural sensitivity towards other cultures and foreign people (81%). Five of the interviewees reported that being knowledgeable about other cultures could provide them with the ability of overcoming potential problems by taking actions through improving their problem-solving skills (16%). Eighteen of the participant interviewees spotlighted that being informed about other cultures simplified learning essential survival skills on the way of being a global citizen (56%) while 16 of the participant interviewees focused on making use of cultural knowledge for educational, work and touristic and living abroad intentions (50%). Fourteen of them stated that being culturally-informative averted the cultural bias and being prejudice against the *unusual*, which forms the frame of cultural empathy (44%). Twenty-seven of the them asserted that this could facilitate cultural adaptation on abroad (84%) while 15 of the interviewees pointed to connecting meaningful interaction and intelligible communication between interlocutors thanks to being knowledgeable about other cultures (47%). In line with the responses given by the interviewees in Table 19, the excerpts below shed light on the details of the emergent sub-themes:

I found it essential because we both got familiar with our own culture and we are able to make better utterances and form sentences with English from now on. (I10 – Sub-theme-1)

I think it is important because by getting to know other cultures, we can compare our culture with others. There can be big or small differences. Therefore, I think it is important. (I10 – Sub-theme-1)

Yes, I think so. Because some of the things exist in other countries while these things aren't available in our country. For example, children are more advantageous in some countries while the situation is opposite in the other countries. That's why, I think I gained awareness about this issue. (I13 – Sub-theme-1)

Yes, I think so because we can be a more knowledgeable person by learning about the others. When such an issue arises in our circle of friends, we can talk about that culture more comfortably and more confidently. We would become self-confident, and the others think about us that this person knows the culture of the language that he or she speaks. (I32 – Sub-theme-1)

Yes, I think so. When I go abroad, I think I could show respect and behave respectful to its people and foreigners. (I26 – Sub-theme-2)

Yes, I think so. Because if cultures get to know each other, it will be a more peaceful world. (I12 – Sub-theme-2)

Yes, I found it helpful. We are getting information about various countries. We are learning different things and gained knowledge; for example, I learned that there are different styles of historical buildings in Europe, Middle East and Far East. The common religions are also different in these places. (I14 – Sub-theme-2)

Yes, I think it is important because every country has a different culture. In my opinion, we need to know this because if we learn it, we can behave accordingly. If we go to another country, we can behave according to the country's cultural etiquettes by learning its culture. When we go to some other places, we need to

learn their cultures to get to know there much better because it may be different in contrast to other places. (17 – Sub-theme-2)

Yes, because other countries, cultures and languages are very important because one language is equal to one person while two languages are equal to two people. The more language we learn, the better it would be for us. (130 – Sub-theme-2)

Yes, I think so. We should learn as much culture as we can because suppose that we went abroad, what if we didn't know that culture we went to? What would happen? How could we communicate in a sensible and understandable way? It would be a bad situation. We couldn't manage a successful and intelligible communication. Also, knowing other cultures raises our self-confidence when we use the foreign language either by writing or speaking. (125 – Sub-theme-3)

Yes, because when we go to a foreign city or country, we need to adapt to this place to a certain degree. Because of the fact that I have already known that culture such as by saying 'This kitchen is famous for this dish.', I wouldn't suffer the difficulties of being a stranger. Therefore, I think it is a must for us to learn. (121 – Sub-theme-3)

Yes, if I were knowledgeable or went to somewhere, I think that I wouldn't have difficulty in spending life over there. (15 – Sub-theme-4: Learning essential survival skills and being a global citizen)

Yes, I think. When we decide to go to the other countries, we would have already learned their languages and cultures and be well-prepared and ready before going there. (117– Sub-theme-4: Learning essential survival skills and being a global citizen)

I think it is important because when we go to a foreign country for a purpose such as gaining money by working, it will be useful for us to learn the characteristics of

that particular country. (I9 – Sub-theme-4: Making use of cultural knowledge for educational, business-related, touristic and living abroad purposes)

Yes, I think so. Suppose that we were writing paragraphs on a topic, and that's why we were writing faster and more comfortable since we had already known the culture. When we have to go abroad for business or we need to go abroad for a reason, we don't suffer the difficulties of being a stranger since we already learned its culture. I think it is so important. (I31 – Sub-theme-4: Making use of cultural knowledge for educational, business-related, touristic and living abroad purposes)

I do. Because when we go to a foreign country, it enables us to communicate much more. I want to study abroad; in this part, it will be useful there again. (I2 – Sub-theme-4: Making use of cultural knowledge for educational, business-related and touristic and living abroad purposes)

Yes, I do. When we have to live in another country or need to go there for studying, it can be necessary for us. Therefore, I think it is useful. (I4 – Sub-theme-4: Making use of cultural knowledge for educational, business-related and touristic and living abroad purposes)

Yes, I think it is important because every country is full of people who has very different characters. In the face of many a problem, I will be able to understand them. (I3 – Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural empathy)

Yes, I do. First of all, we learned the cultures in other countries such as Holi festival in India and Venice Mask Festival in Italy. We got information on how we should approach and behave towards the people living there. In other words, they were very helpful for us. (I8 – Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural empathy)

Yes, I think it is important because we must respect every culture because we all are human. (I19 – Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural empathy)

Yes, I think so. Because I think the differences among cultures are needed to be respected and understood. (I23 – Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural empathy)

To me, it is important because we shouldn't be dependent on only one culture since one foreign language can be possible, but if we learn many languages, our character traits may change. For example, when we learn the manners there, we can be more respectful, considerate, humble and sincere. (I28 – Sub-theme-5: Putting barrier to cultural bias & prejudices and establishing cultural empathy)

Yes, because when we go to a foreign country, I would behave in accordance with their cultural style and rules. (I20 – Sub-theme-6 Facilitating cultural adaptation on abroad)

Yes, I think it is important because when we go to a foreign country, it will make the process easier and we will have been informed of how the country is. This will work for me in terms of enhancing my delivery of speech with foreigners. Also, my taste might catch their eating habits and eating styles. (I18 – Sub-theme-6 Facilitating cultural adaptation on abroad)

Yes, I think it is important because if we go abroad one day, we wouldn't have difficulty in adjusting ourselves into the foreign country since we have already known its culture. (I27 – Sub-theme-6 Facilitating cultural adaptation on abroad)

Yes, I think so because when we go to a different country, I learned how to speak and write more appropriately and how to react suitably regarding its culture. (I29 – Sub-theme-7: Connecting meaningful interaction and intelligible communication)

Yes, I think it is crucial because the culture of a country represents that whole country. If we know that culture, we would have less communication problems when we go there. We could contact with the local people more easily by avoiding offending the local public. (I22 – Sub-theme-7: Connecting meaningful interaction and intelligible communication)

Yes, I think so, because when we know the foreign culture in addition to its foreign language, it will be easy to understand the people that we have established dialogues. (I24 – Sub-theme-7: Connecting meaningful interaction and intelligible communication)

Student Interview Question 9: Have you found these ways useful? Why/Why not? All of the interviewees agreed upon the idea that they found the ways of developing ICA applied by their EFL teacher useful. All of the students' comments converged that there was not anything to declare as a downside. At the heart of the emergent theme regarding reasons why they found these ways worthwhile, seven sub-themes unfolded: (1) *Formation of an undemanding life-long learning phase*, (2) *enhancement at world knowledge*, (3) *increase at motivation towards foreign languages*, (4) *development of language skills synchronously*, (5) *improvement on communication skills*, (6) *retrieving knowledge considerably much better* and (7) *being conscious about self-assessment*. Based on the overlapped cross-sections of reasons specified by the interviewees, the segments are opened to view the sub-themes shaped around the emergent theme in noticeable detail.

Table 20

Proportion of Emergent Sub-themes for the Student Interview Question-9

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Reasons of Finding the Ways of Raising ICA Useful</i>	
<i>Sub-theme-1: Formation of an undemanding life-long learning phase</i>	75%

<i>Sub-theme-2: Enhancement at world knowledge</i>	63%
<i>Sub-theme-3: Increase at motivation towards foreign languages</i>	56%
<i>Sub-theme-4: Development of language skills synchronously</i>	47%
<i>Sub-theme-5: Improvement on communication skills</i>	41%
<i>Sub-theme-6: Retrieving knowledge considerably much better</i>	34%
<i>Sub-theme-7: Being conscious about self-assessment</i>	25%

Twenty-four of them expressed that they found the ways of raising ICA useful because they were supposed to form an undemanding learning circle throughout their lives (75%). Twenty of the interviewees mentioned about the reason that they enhanced their world knowledge and incrementally considered themselves as a *vision holder* by looking from different perspectives to the world (63%) while 18 of the interviewees pondered that they increased their motivation towards learning more than one foreign language (56%). Fifteen of them articulated that these ways applied by their EFL teacher developed their productive language skills simultaneously (47%) while 13 of them postulated that they developed their oral and written communication skills (41%). In addition, 11 of them expressed that they could be able to retrieve what they received as input considerably much better (34%). Eight of them marked that they were getting conscious about self-assessment and realized that they started to assess their own written performances (25%). In what follows, the evident quotations were classified in accordance with the sub-theme frequencies displayed in Table 20 above:

I found them useful because I both got to know myself and other people much more. It was very useful for me, and it is still continuing to be useful for me. I'm sure it will be beneficial even I grow into an adult in the future. (I8 – Sub-theme-1: Formation of an undemanding life-long learning phase)

Yes, I think it is important because we know what we need to do in that way, and we can apply these ways in learning the new things in everyday life. (I14 – Sub-theme-1: Formation of an undemanding life-long learning phase)

Yes, I found these ways useful. I think I will get benefit from these in my future life. In the future, when I go to another country, I think I won't have any difficulty since I have already known the culture of that country. When someone in that foreign country asks me whether I know their culture or not, and when I say I don't know about their culture, it wouldn't be pleasant. That's why, it would be better if I knew their culture first and went there in respect. (I19 – Sub-theme-1: Formation of an undemanding life-long learning phase)

Yes, I have. Since I had never been to those countries before, I didn't know what kind of places they were. She told us the places she had been to. My teacher used technological tools as materials while introducing the cultures. Hearing from my own teacher what kind of places they were was inspiring and informative. (I10 – Sub-theme-2: Enhancement at world knowledge)

Yes, I found them useful because not only our knowledge for English culture has increased, but also for other cultures, my awareness has gone up. Suppose that I went to a foreign country, thanks to these paragraphs I wrote, I got knowledge about these different cultures. So, when I go to a different place, I can make use of this knowledge there. (I21 – Sub-theme-2: Enhancement at world knowledge)

Yes, I found them useful because I saw lots of new things, and I learned the things that I hadn't known before. For example, everybody is different from each other in terms of their delivery of speech, the dishes that they prefer to eat, and the dances that they perform. (I16 – Sub-theme-2: Enhancement at world knowledge)

Yes, I found them useful because it provided me with being informed of other cultures. Putting myself in another person's shoes from another country made me feel stimulative for expressing myself in that foreign language. (I27 – Sub-theme-3: Increase at motivation towards foreign languages)

Yes. So, I could behave accordingly and appropriately when I go abroad. So, I want to learn more than one foreign language apart from English. The more I know foreign languages, the easier I communicate with people abroad. (126 – Sub-theme-3: Increase at motivation towards foreign languages)

Yes, I have. I am able to understand and learn much better the English lessons in that way. We could learn more easily what happens in other people's lives at the other corner of the world. (15 – Sub-theme-3: Increase at motivation towards foreign languages)

Yes, I found them useful because I had knowledge about other cultures, and it helped me look at it from a different perspective. We made discussions with my peers and teacher, so that we exchanged information about cultures. The more we talked about other cultures, the more I wanted to learn these different cultures' languages. (132 – Sub-theme-3: Increase at motivation towards foreign languages)

It was very useful for me, literally. I'm sure that all of my classmates also think so. I benefited from it so much. I read English letters wrong once, but now I started to read and write them correctly. And while writing, I understood what I wrote. My teacher taught the lessons in English. But some points, she spoke Turkish to explain them as well. (19 – Sub-theme-4: Development of language skills synchronously)

Yes. For example, I couldn't read or write at English lessons previously, but now I could write faster. I felt my speaking skills also developed during discussion parts of the sessions. (113 – Sub-theme-4: Development of language skills synchronously)

Yes, I found them useful because I had so much difficulty in writing these words while connecting them with each other. After we learned them by the help of our teacher, since we learned them together with our teacher, now I can connect them

with each other. (I23 – Sub-theme-4: Development of language skills synchronously)

Yes, I have. It enabled me to learn more. When I have gone somewhere, it has provided me with making more contact with people easier. (I2 – Sub-theme-5: Improvement on communication skills)

Yes, I found them useful because writing paragraphs became much easier for me. Firstly, I had difficulty in written communication, but now it became easy for me to write paragraphs in English and transmit what I thought to the reader. (I24 – Sub-theme-5: Improvement on communication skills)

Yes, I found them useful because many things were stuck in my mind, and I remembered them very easily. They were catchier and more memorable. (I28 – Sub-theme-6: Retrieving knowledge considerably much better)

Yes, it was very useful for me. Because firstly, I learned the types of paragraph writing in English. I learned different cultures of different countries. I found them useful because I feel myself more familiar with the content of the lessons because these live lessons were like revision sessions for me after I had learned the topics at school. (I31 – Sub-theme-6: Retrieving knowledge considerably much better)

Yes, I find them useful because I learned a new language with its new affixes. I think English is a nice lesson. I still remember what we did at almost all of the live lessons. (I11 – Sub-theme-6: Retrieving knowledge considerably much better)

Yes, I found these ways helpful because keeping a vocabook and writing paragraphs about cultural topics widened my knowledge. At first, I didn't know the words, I mean they were the unknown words to me. After I took notes about them week by week, I realized that I learned these words. Our teacher suggested me alternative ways and helpful ideas to correct my mistakes. The abbreviations on the paper also helped me understand where I made mistakes. For example, she

directed me by giving two or three alternative ways "How could it be if you wrote in that way?" or "Suppose that a foreigner from the culture you chose read this. What would he or she expect to read?" Show empathy.", she said to me. Then, I started to assess myself more consciously. (I25 – Sub-theme-7: Being conscious about self-assessment)

Yes, I found them useful. Our teacher gave us feedback, and I corrected my mistakes on my paragraphs. After I rewrote my paragraphs based on the points my teacher gave advice how to correct my mistakes. Day by day, I developed a sense of assessing my own writing by retrieving what I have heard from my teacher as advice for my writing. Then, I put the latest version of my paragraphs into my dossier. (I29 – Sub-theme-7: Being conscious about self-assessment)

Student Interview Question 10: As an elementary level English language learner, do you think that there is a necessity to learn about target culture and other cultures in addition to target language? Why/Why not?. Thirty of the students were in tune regarding the importance and necessity of being informed about the other cultures (94%) while two students stayed undecided and stated no opinion (6%). These two students agreed that being informed of other cultures was important, but they did not determine whether or not it was a necessity for the learners. In that sense, it is noteworthy that most of the students spoke with a single voice that learning about other cultures apart from target culture of the target language they were learning was a prerequisite for their FL learning process. Based on the concurrent viewpoints stated by the interviewees on the fundamental sense of being interculturally-informed, the frequencies revealed the sub-themes within the frame of the emergent theme in considerable detail.

Table 21

Proportion of Emergent Sub-themes for the Student Interview Question-10

Emergent Theme and Sub-themes

f

Emergent Theme: Versatile Ideas on the Necessity of Learning about Other Cultures

<i>Sub-theme-1: Thinking that learning about target culture and other cultures in addition to target language is important and necessary</i>	94%
Creation of a basis for abroad experiences	63%
Promotion of real-life learning	47%
Simplification of early foreign language acquisition	37%
Provision of accuracy and fluency in used target languages	30%
Creation of a basis for domestic experiences	27%
Formation of prerequisite for being a general cultured individual	23%
Attainment of getting a world view	20%
Openness to multilingualism and multiculturalism	17%
<i>Sub-theme-2: Thinking that learning about target culture and other cultures in addition to target language is important but staying undecided whether it is necessary</i>	6%

Out of 30 interviewees, 19 of them stated that it formed a basis for abroad experiences (63%) while 14 of them mentioned that it promoted real-life learning through active use in daily life (47%). Eleven of the participants addressed that it simplified early foreign language acquisition (37%) while nine of them pointed out that it provided accuracy and fluency in target languages they used (30%). Eight of them expressed that it formed a basis for domestic experiences in their very environment (27%) while seven participants set forth that it created a prerequisite for being a general cultured individual (23%). Six of them voiced that it aided in attaining a world view (20%) while five of them explained that it helped being open to multilingualism and multiculturalism (17%). However, two of the interviewees were doubtful about the necessity about learning other cultures in addition to target culture while learning the target language and remained unsettled. In what follows, the evident quotations were classified in accordance with the sub-theme frequencies displayed in Table 21 above:

Learning more than one foreign language at native user level can be useful for other areas such as for exams, studying abroad, and so on. Many companies ask for proficiency for foreign languages to get employees. This provides some candidates with moving one step further than the others. (I28 – Sub-theme-1: Creation of a basis for abroad experiences)

Yes, I think it is necessary because when we have to go abroad for business or we need to go abroad for any reason, we don't suffer the difficulties of being a foreigner in terms of delivery of speech and behavior rules since we already learned its culture and saw the culture. We already wrote about the delivery of speech and manners in our paragraphs because every country has its own unique deliveries of speech, and we learned them. I think one feels more comfortable in communicating if he or she learns its culture of the country whose language he or she learns. The more I learn about the culture of the language that I have learned, the more anxiety or stress level I feel decreases. (I31 – Sub-theme-1: Creation of a basis for abroad experiences)

I think it is necessary because I want to know about many of the countries. It is necessary for me because I want to live such as in Japan or South Africa and get experience about their different traditions and customs. I want to get familiar with the countries and their people. I also want to live in Paris for some time. I really love the Eiffel Tower. (I3 – Sub-theme-1: Creation of a basis for abroad experiences)

By learning cultural features before going abroad, we may love the country much more when we go there because we have already known some special things about that culture or community. This situation decreases prejudice because there are lots of things that we don't know about them. (I24 – Sub-theme-1: Creation of a basis for abroad experiences)

Yes, I think so. Because if we get knowledge about other cultures, it can be useful for us as well. Sticking to only our mother tongue in this world leads to the struggle of adaptation to foreign cultures and people. That's why, we need to learn a foreign language. It can be for reading English books, and it can also be studying high school or university abroad. Therefore, it is a necessity to learn English because English lessons continue being taught at high school and university levels. Everybody values this, I think. (I25 – Sub-theme-1: Creation of a basis for abroad experiences)

Yes, I think so. When we go to their country by getting a scholarship, it will be helpful and useful because we won't suffer the difficulties of being a foreigner. If we don't know the language of that country, how could we communicate with their people? For example, suppose that we went to the supermarket, we would pay, and we didn't know what and how to say. Suppose that we would make friends, but we couldn't. Then, at school, the lessons will be in English or the language of that country we've been to. So, the foreign language is needed there again. (I22 – Sub-theme-1: Creation of a basis for abroad experiences)

When I go abroad, I can use my foreign language and foreign culture knowledge at a restaurant because I need to say what I want to eat and drink. To illustrate, when I need to talk on the phone, if I speak Turkish, they will have awareness of that foreign culture. They can even want to use Turkish expressions on the phone to attract us and make us happy. When we want any help from a person such as at a supermarket, when we couldn't reach a product because it is located higher than my height, I need to speak the foreign language spoken in the culture that I live in. (I23 – Sub-theme-1: Creation of a basis for abroad experiences)

Assume that we would go on a trip here. In terms of touristic purposes, we could go on a trip abroad as well. We can use the foreign language to ask for some

places over there or learn much better to get to know some places. (I7 – Sub-theme-1: Creation of a basis for abroad experiences)

Yes, I think so. Because if cultures are introduced to each other, it would be a more peaceful world. When we grow up, we might go to foreign countries and learn how to speak and behave appropriately and respectfully to that culture and its traditions which are unique to the specific country we've been to. We could have an opportunity to apply the things we have learned at online lessons. (I29 – Sub-theme-1: Promotion of real-life learning)

Yes, because this knowledge will be certainly useful for me in the future. I can mention about them to someone or share my knowledge with someone who is in need. If I become a teacher in the future, I can transmit this knowledge to my students. I can progress through the techniques my teacher has taught. If I go abroad, it works the best for me as speaking and communicating. As I said before, about local dresses, eating style or delivery of speech, and so forth, it would be useful for me. Knowing a foreign language is also a necessity for studying or working abroad because you need to express yourself when you go to an unfamiliar venue. If you go abroad for business, you must be a well-known person; that's why, you need to introduce yourself in that language. While pursuing daily life, it will be necessary for us to use the foreign language. Therefore, getting knowledgeable about other cultures and being informed of their countries are a must and useful for us. (I21 – Sub-theme-1: Promotion of real-life learning)

Yes, I think it is necessary. If we go to a foreign country, the first thing that we need to do is knowing the way of addressing to someone or something in a situation. That is to say, when [we] go somewhere as a tourist or do a task there, we should learn beforehand which behaviors to demonstrate and how to establish empathy. (I8: Sub-theme-1: Promotion of real-life learning)

In my opinion, when something comes up for us regarding going abroad, we can speak and write English at least or can read what is written on the walls. I mean the writings on the signboards. When we go somewhere, we can talk to the people and get help them. In a word, our English level is now much better compared to the past, and it is good to learn English. When we go somewhere such as the fair, we can ask for directions or we can ask how much a ticket costs or what the time is. Even for asking them, learning English would be very useful. (I9 – Sub-theme-1: Promotion of real-life learning)

I need to learn the cultures because it would be much better and more beneficial to start from an early age in terms of learning English, I think. If we start learning English at an earlier age, we could gain more time in acquiring them fittingly and unhaltingly. (I16 – Sub-theme-1: Simplification of early foreign language acquisition)

Yes, I think so because starting at an early age is much better to learn a foreign language. If we start to learn a foreign a language at an early age, we can view this language as our own language, I think. Most of the parents stay being dependent on one language. Actually, I mean we can be a different person. For instance, instead of going abroad as a tourist, it would be much better to travel the foreign country by speaking the foreign language as if it were our mother tongue. (I18 – Sub-theme-1: Simplification of early foreign language acquisition)

Yes, I think it is necessary because learning at early ages is more memorable, and it is more beneficial. (I20 – Sub-theme-1: Simplification of early foreign language acquisition)

Yes, I think it is necessary because when I go to France, I can do much more things there. I can read and make sentences fluently. I can say dish names more easily when I go to a restaurant in France. It makes the daily tasks easier. Examining other cultures and watching videos about these countries' cultures can

develop us regarding other countries' languages. (I2 – Sub-theme-1: Provision of accuracy and fluency in used target languages)

Yes, I do. Even though I am not using it now, I have already invested in my future life. For example, if I learn English or a foreign language, I can solve the problems more comfortably when I grow up and go abroad. For instance, if I knew a foreign language and a foreigner wanted to talk to me, I could speak comfortably. I think this would make my communication easier. Yes, knowing any foreign language would be beneficial for working and studying as well. If I learn English or a foreign language, we could help foreign tourists more easily when they come to our cities. (I5 – Sub-theme-1: Provision of accuracy and fluency in used target languages)

Yes, I think so. In terms of both curiosity and learning, it would be very nice. When we learn these cultural points, we can teach them to our friends and family. We can teach new things to them that they don't know. When the time comes, they can use this knowledge in a suitable environment when needed. In my opinion, we should learn different things. We should develop ourselves in various aspects and enrich our general knowledge. At least, we can understand these people of that country. Also, they can learn our culture reciprocally. We shouldn't make discriminations because we live in the same world. By doing so, this develops our empathetic reactions. (I1 – Sub-theme-1: Creation of a basis for domestic experiences)

I think it can be necessary because we could get information about the countries, and we could be more self-confident about them when we have knowledge about them. In terms of knowledge, we could be much stronger. I mean that we could be the people who have a good command of knowledge. (I11 – Sub-theme-1: Formation of prerequisite for being a general cultured individual)

Yes, I think it is necessary because if we give an example from our own country, very few people know a foreign language at professional level in our present day. If

we knew a foreign language, we would be more cultural and intellectual people. (I13 – Sub-theme-1: Formation of prerequisite for being a general cultured individual)

Yes, I think so. For example, some people don't have any ideas about the countries that they have visited. Sometimes we don't have enough knowledge about the countries that we have visited. We can help each other reciprocally. It is like helping the tourists for communication. (I14 – Sub-theme-1: Formation of prerequisite for being a general cultured individual)

Yes, there is a necessity for getting knowledge about the culture and other cultures because we can understand the countries, what they are doing, what they are thinking of and what they are eating. (I16 – Sub-theme-1: Attainment of getting a world view)

Yes, I think it is necessary because their languages are different from ours, and they are different from us. We can easily spot the differences and also similarities among nations or communities. (I15 – Sub-theme-1: Attainment of getting a world view)

If we went to Italy one day, we wouldn't have difficulty in finding new friends or getting a job if we knew Italian language and its Italian culture. If we went to France one day, studying at school or communicating with people at a supermarket or hospital where the communication is required wouldn't be too hard for us because we would have already known the key features to survive. (I27 – Sub-theme-1: Openness to multilingualism and multiculturalism)

Yes, I think it is necessary because we can develop ourselves by learning other languages. Knowing only English is not enough. By knowing more than one foreign language, we would develop ourselves much more. Thanks to it, we can contribute more into our future lives. When we need to go to China for a business issue, we

can express ourselves more clearly, and we wouldn't make an extra effort to learn Chinese. So, we could start our job much faster without losing any time. We can also make friends more easily and expand our contact circles abroad. (I32 – Sub-theme-1: Openness to multilingualism and multiculturalism)

Data Analysis for the Research Question 2: How should writing-based portfolios be implemented in raising Intercultural Awareness by secondary EFL teachers?. The answers of the teacher interviewees were categorized under each interview question as follows. The themes, sub-themes, and their proportions were illustrated, and the teacher interviewees' excerpts were also given to uncover the teachers' perspectives towards adopting portfolio-immersed lessons on the way of developing students' ICA in the L2 writing lesson sessions. In this way, the interview results were scrutinized in depth. Then, content analysis was executed, and the data were coded in accordance with what 14 volunteer secondary EFL teachers (N=14) directly mentioned and what they implied in their remarks. The fledgling codes were grouped in order to form themes. Within this context, the sub-themes for each teacher interview item were identified and embodied by the sample quotations that were chosen.

Teacher Interview Question 1: What is your definition of culture?. All of the participants describe what culture as a term means to them through retrieving their general knowledge. It was spotted that there were some common points of view with which the participants had dealt. The following table offers the sub-themes and their frequencies of the fourteen volunteer teacher participants' perspectives below:

Table 22

Proportion of Emergent Sub-themes for the Teacher Interview Question-1

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Overall Framework of Culture</i>	
<i>Sub-theme-1: Culture refers to mixed and holistic nature of spiritual and material</i>	36%

components in life.

Sub-theme-2: Culture means traditional and unique similarities shared within a country at a national level. 29%

Sub-theme-3: Culture represents *spiritual* patterns from daily life such as art, religion, science and philosophy. 21%

Sub-theme-4: Culture represents *material* patterns from physical and productive aspects of life such as monuments, tools, ornaments and clothing. 14%

Five of the EFL secondary teachers defined culture as combination of both spiritual and material senses of life (36%) while four of them made the definition of culture in terms of the existence evolving going back many years in a society or community (29%). On one hand, three of them reflected their ideas that culture acted for intangible properties such as art, religion, beliefs, thoughts and philosophy (21%); on the other hand, two of the interviewees held that culture stood for the substantial and concrete elements of life which could be perceived via any of the five senses such as machines, tools, monuments, ornaments and clothing (14%). The sample evident excerpts elucidated the comments were presented in the next lines:

Culture is the definition of material and moral values that a society owns. I think it is the whole of the things that belong to that society and which are unique to it. When we say cultural values, we can think of customs, holidays, food, dances, and so on. All these things form the culture, actually. (R4 – Sub-theme-1)

Culture is the whole of a society, including all kinds of lifestyles, all kinds of arts, thoughts, all kinds of food and cuisines. (R14 – Sub-theme-1)

Culture is a general concept, and all of these concepts such as material and spirit, traditions, customs, respect and tolerance express the culture of a society. (I15 – Sub-theme-1)

When I say culture, I think of all the processes that an individual has been exposed to in their environment and family from the moment they were born. In other words,

culture is a very broad concept. We learn many things in our family, and we learn how many things are done in our society through their methods. We even learn what we should like and dislike from our family and environment. Of course, culture does not only occur in the family. Culture is formed over time by the influence of the environment on the society. They accumulate through overlapping and replacing them on the top of each other. (R13 – Sub-theme-2)

I think of culture as all the common values that make up a community. It has a very broad concept in terms of traditions and customs, lifestyles, ways of thinking and common values of a nation. (R7 – Sub-theme-2)

When it comes to culture, I think of the characteristics and values that belong to a society, which are passed down from generation to generation. (R8 – Sub-theme-2)

When I think of culture, colorfulness comes to my mind. As I am an English teacher, I love foreign languages very much. I really like all the nature of languages. Since it is also my field of interest, language comes to mind the most when it comes to culture. I also love chatting with people from different cultures about their own cultures. Besides English, I speak German. (R5 – Sub-theme-3)

Culture is the sum of all kinds of religion, science, philosophy, feelings, thoughts and arts, which are also shaped by historical events and transferred among generations. (R12 – Sub-theme-3)

Culture is the whole of the nominal and spiritual values belonging to a nation or country. (R3 – Sub-theme-3)

We cannot limit culture to one simple definition. I think culture is everything we can see, we can taste, and we can hear. Shortly, I can say that culture is everything we can experience. For example, baklava. So, culture is the thing we can taste. Aşık Veysel. Culture is the thing we can hear. Fairy Chimneys. Culture is the thing we

can see. So, we can say culture is everything, and culture is everywhere. (R1 – Sub-theme-4)

Teacher Interview Question 2: Have you ever been to a foreign country?. All of the interviewees speculated on whether they have ever travelled to any other countries. It was distinguished that there were some collective answers that the participants had remarked. In Table 23, the sub-themes and their frequencies of the teachers' perspectives about this experience-based interview item are illustrated:

Table 23

Proportion of Emergent Sub-themes for the Teacher Interview Question-2

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Abroad Experience</i>	
<i>Sub-theme-1: The teacher has been to a foreign country before.</i>	57%
Touristic purposes	88%
Educational purposes	25%
Spouse-related residual reasons	13%
<i>Sub-theme-2: The teacher has not been to a foreign country before but is eager to visit.</i>	43%
Touristic purposes	50%
Professional development purposes	50%
Educational purposes	17%

Within the frame of abroad experience, eight out of the fourteen secondary EFL teachers had travelled to a/more than one foreign country/ies (57%). Taking the overlapped reasons stated by the participants, seven out of the eight interviewees expressed their touristic visits as a purpose (88%), two of them uttered their educational goals (25%) and one of them stated the reasons of their abroad residual in terms of her spouse's profession (13%). However, six out of the fourteen interviewees had not travelled to any foreign country but were enthusiastic about experiencing it (43%), three of

whom mentioned about visiting and exploring the sightseeing places (50%), three of whom addressed to the vocational intentions by training their teaching implementations at secondary or tertiary level educational institutions (50%) and one of whom pointed to the educational aim to practice language skills (17%). The following comments demonstrate these viewpoints, respectively:

I've been to Italy and the USA. I visited Rome, Florence, the island of Sicilia in Italy in Europe, and I've been to Miami in Florida in the USA for visiting the sightseeing places. (R1 – Sub-theme-1: Touristic purposes)

Yes, I have been to many countries. I went to Luxembourg, France, Italy, Germany, and Netherlands for touristic purposes. (R9 – Sub-theme-1: Touristic purposes)

Yes. I visited Germany, Denmark, Italy, England, Netherlands, and Greece. When I was in high school in England, I went to a language school for two weeks. The others were for touristic purposes. (R6 – Sub-theme-1: Touristic/Educational purposes)

Yes, I went. Within the scope of the European Union project, I went to Germany, the Netherlands and Romania during my university years for educational purposes. Two years ago, I went to America for touristic purposes. (R8 – Sub-theme-1: Touristic/Educational purposes)

I lived in Aachen, Germany for three years due to my husband's job. (R5 – Sub-theme-1: Spouse-related residual reasons)

No, I didn't go, but I want to go to Italy for touristic purposes. (R13 – Sub-theme-2: Touristic purposes)

No, I didn't, but I would like to go to European countries and especially to England as an English teacher. I would like to go to England to improve my English, and I would like to go to England for my teaching development. I want to go to Europe

for visiting the countries' historical cities as well. (R14 – Sub-theme-2: Touristic/Professional development purposes)

No, I didn't. However, I would like to go to the countries where I can actively use English and improve my teaching skills at high schools or universities. (R10 – Sub-theme-2: Professional development purposes)

I haven't been, but I would like to go to the Balkans, England, and Scotland. I want to go to the places where English is spoken as the mother tongue in order for me to use English at my classrooms more effectively. I want to train myself at foreign educational institutions. (R11 – Sub-theme-2: Professional development purposes)

No, I didn't, but I really want to go and see the cultures in their very own environment by getting to know their people. Since my medium of instruction is also a foreign language, I honestly think that it is very necessary to improve it. I would love to develop my language skills, but our country is not financially sufficient in this regard. If there are countries where English is spoken more, it might be the UK in terms of the language so that I can be comfortable while using it. Especially in the USA, I would love to see different cultures. It could be for educational and long-term travel purposes in terms of understanding the language at its very own place. However, I never thought of living abroad. Since my husband is a police officer, he once had such an opportunity to live abroad. He wanted to work abroad, but I never wanted to live outside my own country. I thought that I couldn't adapt myself into the foreign culture enough, but it can be for a long trip as a tourist. (R2 – Sub-theme-2: Touristic/Educational purposes)

Teacher Interview Question 3: From your perspective, what does intercultural awareness refer to? The interviewee participants were also asked to share their opinions about what intercultural awareness represents for them. Under the skin of all the answers given, the descriptions, nuances and affiliations about the intercultural awareness unveiled four sub-themes for the notional skeleton of the so-called term. In

Table 24, the frequencies and sub-branches of the emergent theme were demonstrated below.

Table 24

Proportion of Emergent Sub-themes for the Teacher Interview Question-3

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: A Notional Skeleton of Intercultural Awareness</i>	
<i>Sub-theme-1: ICA refers to spotting intercultural similarities and differences.</i>	29%
<i>Sub-theme-2: ICA refers to adopting cultural openness and having a non-judgmental mindset towards incorporation of other cultures.</i>	29%
<i>Sub-theme-3: ICA refers to representing the initial step for building a bridge for intercultural communication.</i>	21%
<i>Sub-theme-4: ICA refers to identifying similarities and differences of subcultures in a society.</i>	21%

In the light of the close ranges among the frequencies regarding the description or affiliation of ICA for the participants, it was perceived that four of them mentioned that ICA referred to spotting intercultural similarities and differences between their own cultures and the other ones (29%). With the same proportion, four of them revealed that it addressed to being open to other cultures and having a non-judgmental mindset towards cooperation of other cultures (29%). Three of them reported that ICA represented the first step to build a bridge for intercultural communication (21%). Evenly, three of the participants described ICA as a subsidiary vehicle for identifying similarities and differences among sub-cultures which constitute a society or a nation (21%). The interpretations below illuminated the present teacher interview item:

Intercultural awareness is having an understanding of both your culture and other cultures in terms of the similarities and differences among them, I think. (R1 – Sub-theme-1)

There are a lot of Syrian students in our school. We also notice and see cultural differences among them. Each country has been developing its own unique cultural differences over time. The life and the style of entertainment in these related cultures can be different from each other. Each society has its own culture. (R2 – Sub-theme-1)

It means a lot. So, I think it's a must-have situation. In other words, it is intercultural awareness, which we experience a lot today. It means being different for me because of the region I work in. I live by seeing this difference among my Syrian and Turkish students, personally. Although we are from neighboring countries, we have similar lifestyles, past, common points, common values, but we are from different cultures. (R7 – Sub-theme-1)

Intercultural awareness is diversity; that is to say, diversity always brings us profit. I think that seeing the differences, seeing different cultures and different lifestyles enrich us more. (R10 – Sub-theme-1)

Intercultural awareness is making sense and being a voice of more than one culture. (R14 – Sub-theme-2)

Actually, from my point of view, intercultural awareness means being tolerant, understanding other cultures, not being strange towards them, instead being able to integrate with them. (R8 – Sub-theme-2)

When I think both for myself and the students, I can define it as a change of perspective and opening oneself to innovations. (R12 – Sub-theme-2)

Intercultural awareness is that we should not only know about our own culture. Since we are teachers, we should know something from all kinds of cultures. I think we should be open to all cultures as well. Therefore, when we consider the student communities in our classrooms, we may have many students coming from

different cultures. We need to have this awareness in order to show them more appropriate behavioral approaches. (R4 – Sub-theme-2)

I can say that intercultural awareness is the ability of people to communicate and explain themselves to each other. Learning about different cultures actually enriches people. It is also beneficial to come together for such a communication, and I take advantage of every opportunity in this regard. I say the same things to my students, and I try to provide this environment. (R5 – Sub-theme-3)

First of all, I think it means a lot of respect, empathy and mutual interaction among cultures. (R6 – Sub-theme-3)

I can say that the members of the societies are aware and conscious of the similarities and differences between their cultures. I think it is a beautiful thing and expresses the vision of colors in life and awareness of those colors' harmony. I think it reflects how a society seems to be from its own point of view. (R11 – Sub-theme-4)

The whole of the behaviors that people are exposed to from the moment they were born constitutes another culture. The differences in the whole of these behaviors change from society to society and from community to community. Intercultural awareness also means this to me. (R13 – Sub-theme-4)

Teacher Interview Question 4: Have you had foreign / immigrant students in your classrooms? If so, do you integrate your students' cultural experiences into your lessons? If yes, how?. The interviewee participants were requested to explain their current positions whether they had any foreign or immigrant students in their classrooms and if so, to share their implementations about the integration processes of these students' cultural experiences into their lessons. Based on all the opinions stated, all of the fourteen secondary EFL teachers expressed that they had foreign / immigrant students in their classrooms by taking the socio-economic conditions of the working

environment of these teachers into consideration. In Table 25, the ideas about the inclusion of these students with their cultural experiences into the lessons were displayed with the emergent theme and frequencies below:

Table 25*Proportion of Emergent Sub-themes for the Teacher Interview Question-4*

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Inclusion of Foreign / Immigrant Students into EFL Lessons</i>	
<i>Sub-theme-1: Ways of integration of foreign / immigrant students' cultures into EFL lessons</i>	57%
Pioneering verbal exchange for integration of cultural experiences	63%
Organizing ambient conditions suitable for sitting arrangement	38%
Organizing ambient conditions suitable for L1 - L2 (Turkish to Arabic) speaking student sitting arrangement by taking advantage of peer-tutoring	33%
Organizing ambient conditions suitable for L2 - L2 (Arabic to Arabic) speaking student sitting arrangement by taking advantage of peer-tutoring	33%
Organizing ambient conditions suitable for L1 (only Turkish) speaking student beside L2 (only Arabic) speaking student sitting arrangement by taking advantage of peer-tutoring	33%
Assigning duty to students as interlanguage translators	50%
Authorization of L1 (Turkish) students as facilitators as a means of communication	25%
Authorization of students as translators from L1 to L2 (Turkish to Arabic) as a means of communication	25%
Authorization of students as translators from L2 to L1 (Arabic to Turkish) as a means of communication	25%
Authorization of students as translators from L3 to L2 (English to Arabic) as a means of communication	25%
Provision of supportive study time zones based on school immigration policies	13%

<i>Sub-theme-2: Sources of unintegration of foreign / immigrant students' cultures into EFL lessons</i>	43%
Absence of a good amount of mutual understanding through the reciprocal language use	33%
Insufficient ambient conditions and limited time of instruction for integration	17%
Immigrant students' lack of proficiency at Turkish language	17%
Requirement for one-to-one contact with immigrant students and their parents	17%
Prevention of discrimination against immigrant students through preferred unintegration	17%

Eight of the interviewees expressed that they could be able to integrate these students' cultures into their lessons, enriching their learning atmosphere (57%) while six of the participants stated that they could not achieve integrating these immigrant or foreign students' cultures into their lessons because of some reasons listed above in Table 25 (43%). Based on the overlapped utterances shared, the sub-themes which appeared for the integration section were reviewed. It was noted that five out of eight participants mentioned that they prioritized verbal exchange for integration of cultural experiences among their students in the classrooms (63%). As the second way of integration, three out of eight participants worded that they organized ambient conditions suitable for sitting arrangement (38%). In this current investigation of the question, it should be also noted that L1 is examined as Turkish, L2 as Arabic and L3 as English which were used in the classrooms. Each of these three participants stated that they established the environment suitable for L1 - L2 speaking student sitting arrangement (Turkish to Arabic), L2 - L2 speaking student sitting arrangement (Arabic to Arabic) and for L1 (only Turkish) speaking student beside L2 (only Arabic) speaking student sitting arrangement by taking advantage of peer-tutoring on an even rate (33%). As the third way of integration process, four of the eight participants stated that they assigned duties to the students as interlanguage translators (50%). With the same allocation, each of these four secondary EFL teachers expressed that they authorized L1 (Turkish) students as facilitators as a means of

communication, and they appointed the students as interlanguage translators from L1 to L2 (Turkish to Arabic), from L2 to L1 (Arabic to Turkish) and from L3 to L2 (English to Arabic) as a means of communication (25%). One out of eight participants mentioned that her school immigration policy in alignment with school administration provided supportive study time zones for the immigrant students after class hours at school (13%).

Six of the fourteen secondary EFL teachers commented on the sources of unintegration of foreign / immigrant students' cultures into EFL lessons with regard to the examination of the second sub-theme. Two out of six participants reported that they suffered from the insufficient amount of command in comparative languages and absence of a good amount of mutual understanding through the reciprocal language use (33%). With an equal proportion, each of the remaining four participants pointed out that they listed the reasons of unintegration situation as (1) insufficient ambient conditions and limited time of instruction for inclusion, (2) immigrant students' lack of proficiency at Turkish language, (3) requirement for one-to-one contact with immigrant students and their parents and (4) prevention of negative side effects such as discrimination against immigrant students through preferred unintegration (17%). The supporting proof of the participants' comments were illustrated in the following sequence:

There are too many foreign students at the school that I'm working. And especially, there are many Syrian, Afghan and Iraqi students. In the fifth- and sixth-grades, at the end of each unit, there are mostly reading passages describing different cultures. In these sections, I tried to find out what they think about these cultures and what similar in their own cultures is. (R1 – Sub-theme-1: Pioneering verbal exchange for integration of cultural experiences)

We have a lot of immigrant students. 70% of the school consists of immigrant students. Most of the students of Uzbek origin came from Afghanistan, Syria in the second part, and Iraq in the third part, although very few students came from Sudan at the moment. Yes, definitely. The lessons are much better with them,

frankly. There is something special to English culture, for instance. I firstly ask them how it is in their own culture in order to spot the similar points if there is any. I try to make sense of these similarities between cultures for my students, actually. Some points are totally different from theirs, or they haven't heard such things in their lives. I am working on these points to make meaningful for my students to some extent. Speaking and sharing cultural differences are really effective. Our English units in the textbook are also very open to see cultural differences between countries. We are talking about them by getting ideas. To give an example from a unit we are currently in, there is a breakfast unit in the sixth-grade textbook. My immigrant students gave an example of their own breakfast. It was also a concrete proof of what we showed and told the children visually and verbally. We had a chance to observe the differences in the food cultures. (R5 – Sub-theme-1: Pioneering verbal exchange for integration of cultural experiences)

Yes, there is. We have a lot of students from Syria, Afghanistan, Somalia and Azerbaijan in our school. Since we generally introduce culture in English classes through personal questions; for example, we ask them: 'What do you guys eat?' in cooking class, and they ask us 'How are the holidays for you?' when we talk about holidays. They always say: 'This is how it happens to us.'. They also share their cultural characteristics with other students in the class. They introduce themselves and get to know each other. (R14 – Sub-theme-1: Pioneering verbal exchange for integration of cultural experiences)

I have planned to organize the seating arrangements according to the lines of one Turkish and one immigrant student side by side as much as possible. In that way, the Turkish student who knows Arabic to some extent helps the immigrant student be involved in the conversations happening in the classroom. (R2 – Sub-theme-1: Authorization of students as translators from L1 to L2 [Turkish to Arabic] as a means of communication / Organizing ambient conditions suitable for L1 - L2

[Turkish to Arabic] speaking student sitting arrangement by taking advantage of peer-tutoring)

Sometimes, my Turkish students refuse to sit down side by side with immigrant students in the class. Therefore, I evenly put my immigrant students side-to-side one of whom knows Turkish and the other doesn't. For example, our Syrian student who teaches Turkish cannot speak English. In that way, the one who knows Turkish to some extent helps the other Arabic-speaking Syrian student sitting beside him or her. (R6 – Sub-theme-1: Authorization of students as translators from L2 to L1 [Arabic to Turkish] as a means of communication / Organizing ambient conditions suitable for L2 - L2 [Arabic to Arabic] speaking student sitting arrangement by taking advantage of peer-tutoring)

We have many Syrian, Somalian and Afghan students in our classrooms. I help them discover cultural differences as much as I can. . . For example, we covered a topic called Yummy Breakfast in classes. I asked them a question. A Somalian student of mine said: 'What are the differences in breakfast in your country?', and we talked about them. I had heard that they had a breakfast [that] they added beans and tomatoes, and I was very surprised. In addition, I try to arrange the seating arrangements; for example, I try to make a Turkish and foreign student sit side by side and integrate their cultures with each other. If the foreign student is challenging, I get help from his or her peer in this way. It was difficult at first, but now I see that they are used to it. In this way, they normalize the culture, they start to accept the cultures and each other as an individual. Even though the Turkish students don't know Arabic, they could achieve communicating by using body language in any way at the end. (R11 – Sub-theme-1: Organizing ambient conditions suitable for sitting arrangement / Authorization of L1 [Turkish] students as facilitators as a means of communication)

In some of our classes, foreign students come without knowing any Turkish. For them, I try to manage communication with the help of their friends. A second student who speaks Arabic and English is trying to help us communicate between me, which I speak English, and the Arabic speaking student. For example, the first student does not understand what I am saying. He gets help from this second student who speaks Arabic. (R12 – Sub-theme-1: Authorization of students as translators from L3 to L2 [English to Arabic] as a means of communication)

There are some students who speak a foreign language but don't understand Turkish. Sometimes, their classmates explain them. These students speak Arabic, but they don't know Turkish at all. Last year, Turkish was taught in a separate class in our school. They had bilingual teachers who spoke Turkish and Arabic and they taught Turkish. In this way, we included students who were learning Turkish into our classes. (R4 – Sub-theme-1: Provision of supportive study time zones based on school immigration policies)

Yes, I have. In fact, we don't get along with our students enough to talk about their cultural experiences. They don't understand our language, [and] we couldn't be able to understand their language. We couldn't communicate properly because there are very few Turkish speakers among them and the rate of their ability to speak English is very low. They know either Arabic or Persian, but they just sit in the classroom because we don't have a good command of their mother tongues, on the other hand. They listen to us or spend the day by observing. Therefore, we can't do such a work of integrating their cultural experiences into my lessons. By the way, I have students from Syria, Iraq and Afghanistan in my classrooms. (R8 – Sub-theme-2: Absence of a good amount of mutual understanding through the reciprocal language use)

Yes. The subject of foreign language in English is very important to us. At first, we look at it as an alphabet because our immigrant student population comes with the

Arabic alphabet, and this is obviously challenging for us. But from this point of view, I constantly tell children in lessons that we shouldn't prejudge the different cultures and instead should respect these cultures. I remind them of saying that everyone's past is important and it is a situation that should be respected. I think it is very important to switch between languages. As I said before, unfortunately we don't have a common point because they use the Arabic alphabet with my students who came from abroad as immigrants because our alphabet is different. They don't use the Latin alphabet. So, we have a problem in this aspect. We have Afghan, Syrian and Iraqi students as immigrants the most, which I mean these three countries as the most. (R7 – Sub-theme-2: Absence of a good amount of mutual understanding through the reciprocal language use)

Yes, unfortunately, I can't say that I can integrate too much. Both the time limit and the conditions that we are in require this. Maybe some student affairs or parental guidance offices can be formed at school for these students and their parents to make their needs heard. I can't do as much as I want. I have Iraqi Turkmen, Afghan, Uzbek and Syrian as my students. I can say that I have three or four immigrant students in each class. We currently have about 20 - 25 students per class in our classes. (R3 – Sub-theme-2: Insufficient ambient conditions and limited time of instruction for integration)

Yes, there is. Unfortunately, we cannot integrate it. We have students from Iran, Afghanistan, Iraq and Syria. Although the number of these students is on a small-scale, I wish I could have had more one-to-one contact with them. They can't speak Turkish very well. It's hard to come to terms with the communication problems. (R9 – Sub-theme-2: Immigrant students' lack of proficiency at Turkish language)

Yes, we have immigrant students. There are Syrian and Afghan students in our classrooms and I have had the opportunity to work with Iraqi students from time to

time. Frankly, Syrian students are usually present officially, but their absence rates are high. Those who continue at school are not able to participate much because they don't understand Turkish and English, and they do not communicate with their friends. In addition, because our classes are crowded, we work with approximately 40 people in a classroom, we don't have the opportunity to talk and deal with them privately. However, I guess I couldn't answer this question as integrating as a culture. I need to be able to communicate well with these students and their parents in terms of language first. (R10 – Sub-theme-2: Requirement for one-to-one contact with immigrant students and parents)

I have immigrant Syrian students in my class, albeit rarely, albeit sporadically. I don't integrate the cultural experiences of these students into my lessons, I prefer not to. As for the reason, I think that there is a serious trauma especially for students coming from Syria, and I don't want this to be triggered. Obviously, there were some unpleasant sociological incidents among the students, especially in Altındağ this year. I don't mention it because I don't want such things to trigger such separations and negativities. (R13 – Sub-theme-2: Prevention of discrimination against immigrant students through preferred unintegration)

Teacher Interview Question 5: Do you think that it is important to touch upon the other cultures while teaching English in writing lessons? Why/Why not? Twelve out of fourteen secondary EFL teachers agreed upon the importance of touch upon the other cultures while teaching English in their writing lesson implementations. In that sense, it is noteworthy that there is a bidirectional and incremental relation between the sub-themes emerged as the promoting EFL writing through ICA with a holistic approach of teaching, nurturing students' personal growth besides their having academic goods, adapting students' their own selves into the current position of English as a lingua franca and contributing into teacher self-development because the participants addressed to the benefits of being a culturally-informative individual while explaining the reasons why

mentioning about other cultures should be integrated into EFL writing sessions. Table 26 unveils the emergent sub-themes with their frequencies below:

Table 26

Proportion of Emergent Sub-themes for the Teacher Interview Question-5

Emergent Theme and Sub-themes	f
<i>Emergent Theme: Significance of Dealing with Other Cultures in EFL Writing Sessions</i>	
<i>Sub-theme-1: Fostering holistic EFL writing development with the perception of ICA as the fifth skill</i>	33%
<i>Sub-theme-2: Boosting student personal development</i>	25%
<i>Sub-theme-3: Adapting oneself into the current position of ELF</i>	25%
<i>Sub-theme-4: Contributing into teacher self-training</i>	17%

Twelve out of fourteen participants stated that they found important to touch upon the other cultures while teaching English in writing lessons (86%). Four out of twelve interviewees elucidated the importance of touching upon other cultures in EFL writing sessions in terms of fostering holistic EFL writing development together with improvement in speaking, reading and listening through the perception of ICA as the fifth skill (33%). Three of the twelve participants handled the topic with regard to the simplification of boosting personal development (25%). With the same rate, three of them expressed that integration of other cultures in EFL writing lessons enabled the simplification of adapting students into being a global citizen by using English for intercultural communication as the world language (25%). Two of them uttered that it contributed into the trigger of feeling motivation and taking action on behalf of teacher self-development (17%). As part of the answers given by the interviewees in Table 26 above, the excerpts below throw light on the instances of the uncovered sub-themes:

Yes, I think it is important to refer to other cultures but not only in writing parts I think but it's also in all other skills. In order for my students to develop intercultural

awareness over time, it's important for them to begin understanding the target cultures. Intercultural awareness in language learning is often called, as you know, as the fifth skill. And what is the fifth skill? I think it's the ability to beware of other cultures in writing, reading, listening and speaking classes. (R1 – Sub-theme-1)

I do some guided writing, obviously, because I'm talking about my students who speak Arabic because they are very talented in this field, and especially they have trouble with the Latin alphabet. My Afghan students don't have difficulty with the Latin alphabet, but I, of course, give the differences in cultural life in the form of guided writing in the parts we deem necessary. I say: 'Okay, children. This is in this way at this culture, what do you think about it?' Frankly, I mediate the cultural information inclining to developing all four basic skills, which are speaking, writing, reading and listening. (R6 – Sub-theme-1)

Touching upon other cultures in informative writing sessions is really important, I think. They both develop themselves in terms of literacy and simplifying cultural adaptation processes. Especially, the foreign students have a hard time learning the language. In any case, their chief obstacle is adapting themselves into the culture they live in Türkiye. So, first of all, they try to adapt to our Turkish culture and our language. As the third language, English, is a little more luxurious for them in this situation, in my opinion. They already go through a challenging time of adaptation into a new culture. In that way, I have a hard time in dealing with my foreign students. However, we try to include them as much as we can. (R11 – Sub-theme-1)

Yes, I think it is important to mention about other cultures not only in writing lessons but also in other lessons, which is the English lesson we teach anyway. It is impossible to teach religions independently from culture, for example. Language is something that is shaped by culture. Of course, we're not just talking about British culture just because we teach English. We also touch upon different

cultures so that children can see there is a different world out there. Therefore, their knowledge of the world can increase. (R2 – Sub-theme-1 & Sub-theme-2)

Sure, I think it's important to deal with other cultures. It helps the students to look at the cultures from a different perspective as we touch upon them. (R14 – Sub-theme-2)

Of course, it is important, I think that those children can also feel themselves a little bit involved. Actually, I just realized it when you asked. It would be very nice if we integrate those cultures into our lessons, so we might have a situation where we can turn negatives into positive vibes. I think I will be more self-sacrificing and careful about this from now on. (R10 – Sub-theme-2)

Of course, I think so. Because we teach a foreign language as part of our course. We are talking about the need for a language that is needed to be very high-aware, and a language that can be spoken in common all over the world, and that children need it in daily life. Especially since we are in the computer age, children pay more attention to English when we use common words, such as the ones we use on the computer based on the commands they give to children on the phone or in games, on computers, in online lessons, and I try to raise awareness here. 'Look, did you see it? Even in everyday life, you may need English even if you don't live in the UK.' I'm trying to get their attention. (R4 – Sub-theme-3)

So, I definitely think it's actually important because English has become the everyday life language for technology, business, trade, music and film, and so on. It's becoming easier to learn as long as the exposure time expands. However, I can't say I applied it in my classes effectively. (R8 – Sub-theme-3)

Yes, I think it is important, of course. In fact, rather than writing, we need to have this information first, so that we can put it into writing. Having this knowledge is also a developmental plus for each individual, I think. It is necessary not only to

develop ourselves in our own culture, but also to be open to every cultural value. Especially we as teachers, we should do more of this. (R3 – Sub-theme-4)

Teacher Interview Question 6: What are the difficulties that you encounter while integrating culture-loaded information into your English lessons? Twelve of the fourteen secondary EFL teachers stated that they had a variety of difficulties while integrating culture-loaded information into their English lessons in various ways (86%) while two of the fourteen secondary EFL teachers explained that they did not have any difficulties because of the fact that they had not specifically touched upon on culture during their lessons (14%). The iterative themes participants commented on the difficulties were that they came across a great deal of challenges while combining culture into their lessons with regard to (1) the student and teacher unreadiness and unfamiliarity towards other cultures, (2) insufficient cultural content in material and activity use, (3) limited time of teaching, (4) unsuitable environmental and personal conditions, (5) complexity in comparative translations based on cultural differences in which languages are shaped, (6) students' attitudes towards *otherness* and lack of mutual intelligibility between teacher-student-parent communication. In Table 27, the concurrent theme with its sub-themes regarding the obstacles secondary EFL teachers have encountered in the way of integrating cultural items into their EFL lessons was demonstrated.

Table 27

Proportion of Emergent Sub-themes for the Teacher Interview Question-6

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Challenges of Merging Other Cultures into EFL Lessons</i>	
<i>Sub-theme-1: Students-state-of-being unfamiliar with foreign cultures</i>	67%
<i>Sub-theme-2: Inadequate cultural content in curriculum while forming student readiness in pre-writing sessions</i>	50%
<i>Sub-theme-3: Limited time of instruction for culture</i>	42%

<i>Sub-theme-4:</i> Improper ambient and individual conditions for internalization of other cultures	33%
<i>Sub-theme-5:</i> Communication breakdowns due to the lack of language proficiency between teacher-student-parental interaction	25%
<i>Sub-theme-6:</i> Inefficacy of teacher general knowledge for the transmission of cultural information	25%
<i>Sub-theme-7:</i> Insufficient use of diverse multimodal and multisensory style learning activities	25%
<i>Sub-theme-8:</i> Dealing with translation challenges due to cultural variations	17%
<i>Sub-theme-9:</i> The state of being prejudiced towards otherness during comparative studies	17%

With regard to the overlapped statements handled by the interviewees, eight of the twelve participants mentioned about the difficulties they encountered during the integration of other cultures into their lessons in terms of student-state-of-being unfamiliar towards other cultures (67%) whereas six of them expressed that there was inadequate cultural content in curriculum while forming student readiness in pre-writing sessions (50%). In line with the answers posed by the participants in Table 27, five of the twelve participants indicated that they had restricted time of instruction for culture (42%) while four of them expressed that they had the current ambient and individual conditions for internalization of other cultures were improper (33%). Three of the interviewees stated that they experienced communication breakdowns due to the lack of language proficiency between teacher-student-parental interactions (25%). With the same rate, three of them emphasized the inefficacy of teacher general knowledge for the transmission of cultural information to the students (25%), and three of them addressed to the insufficient use of diverse multimodal and multisensory style learning activities involving captions, images, narration, animation, and graphics in visual, auditory, kinesthetic and tactile elements (25%). Two of them reported that they dealt with translation challenges due to cultural variations while two of them indicated that they observed their students were getting

prejudiced towards *the others* in the phase of comparing and contrasting the cultures (17%). The proof excerpts of the participants are demonstrated below:

We used to talk in the classes I attended in previous years, of course, in the fifth- and sixth-grade classes. It sounded interesting for them when we mentioned about it to my students. When I gave examples from the places where I lived, they found it interesting. However, they sometimes had a challenge to accept the different because they are not accustomed to seeing it at home, school or any environment they settle in. (R9 – Sub-theme-1)

Since the culture is related to the climate of that country, the students have never seen or heard of it. They don't really understand what I mean or it seems very surprising to them about how it can be. They can't be making sense of it because it is something they have never seen in their lives. (R3 – Sub-theme-1)

Yes, I think it's important, but how can I be proficient here? I mean for the school where I work now. I try to do this by sticking to the unit we have learned a little more, and the things that students can do are really limited in writing. Therefore, there are some limitations due to the academic levels of the students, so frankly, I cannot go beyond those limits too much. (R5 – Sub-theme-2)

As you know, our textbooks are not very culturally-loaded. It is mostly word-based, [and] there are small scale of listening activities. I think it's actually not very instructive. When there are the points mentioned about British culture, there is nothing about places, buildings or lifestyles, or in a way that makes children curious about. As I usually say, the events they celebrate, in fact, are not so much. It's not much, actually, let's just say that, I'm thinking about it. Do they have any references to British culture? No. It touches on certain units, since it is not at the desired level, there is not much difficulty at this point we encounter. In our books, there may be research-oriented activities that will draw the attention of children. I'm not just talking about British culture; for example, we call it The Festival of Lights

celebrated in Spain or celebrated in India in the Festivals unit, right? We need to give very short information and continue, and I think it would be better if there were some such sections for research by doing different activities based on time, or let me say in the sense of writing for research. In class, maybe we can make special greeting cards about them, one day we can. The events can be the ones emphasizing the importance and meaning of the day or date. It would be nice and fun, but of course, I think we need an extra class hour. The lesson hours can be increased, and the content of the book can be edited. (R11 – Sub-theme-2 & Sub-theme-3)

I'm teaching English at the eighth-grade classes. We can only mention about other cultures if they appear in the test or in the textbook. So, it's not talked about much. We are constantly going to the test method because they are preparing for taking LGS (High School Entrance Exam). (R9 – Sub-theme-2 & Sub-theme-3)

If it is mentioned in our unit, I mention it within the unit. Apart from that, we don't have time to do much extra research or study anyway. Especially in the fifth- and sixth-grades, we can't talk about it at all, it gets very busy with three lesson hours each, but we can train. Maybe we could have space for it in seventh- and eighth-grades. If there are subjects on which we want them to do research or that require them to take short notes, they can make presentations which can be in the form of project assignments. They can record it on a CD or flash. Such things can happen, but not much. I'm teaching English at fifth-, sixth-, seventh- and eighth-grade classes this year. (R11 – Sub-theme-2 & Sub-theme-3)

As I said before, there are too many Syrian, Afghan and Iraqi students in my school. To tell the truth, such students are one of the hardest student groups to work with because they come from a different culture than ours, and they didn't spend enough time in this country to integrate our culture that they have just experienced into their lives. They may feel uncomfortable for interacting with

people from different cultural groups because of the limited exposure to members of those groups. Clearly, I can say it's easier to interact with people from your own cultural group because that is the most familiar to you. (R1 – Sub-theme-4)

The classic question comes from children this way: 'Do they also learn Turkish like the way we learn English?', but in the recent years it has not been asked that much. Because they are also aware of the entity of foreign languages. When we look at it as a culture, I especially ask my foreign students in the lessons, 'What did you learn at the school you came from?' However, there is one thing, unfortunately, most of our students come without even going to school. Therefore, as a culture, they can only reflect us the culture they pursue at their home here. Secondly, unfortunately, since our immigrant students came from the geography of war, we cannot experience something very intercultural but traumatic. (R7 – Sub-theme-4)

There are too many cultures in my school profile. I work at a very colorful school. Maybe it's a problem that the students' English proficiency level is not a little more sufficient in expressing themselves right. However, other than that, I don't have any problems with it. (R5 – Sub-theme-5)

I don't know how difficult it is right now, since I haven't done anything like that. I couldn't include my foreign students in my classes, so most of them don't speak Turkish, anyway. Specifically, I am a 5-C classroom guidance counselor at the same time. Four of my students don't speak Turkish at all. Because they don't know [Turkish], I can't get along with them normally, anyway. I also have to teach extra lessons, yes, I am having a hard time. For this, I try to use written methods; for example, when I don't understand [them], I give a note and send it when I have to talk to their parents because I couldn't communicate with these students. I don't have a phone number and home address, so I can't reach them in any way. That's why, I write letters to their parents. They get help in Turkish from someone, [and]

they write to me and I write to them. This is how we try to understand each other.

(R10 – Sub-theme-5)

. . . We have experienced this a lot with the topic of international celebrations. For example, Christmas in Christianity comes to children's minds directly when they say new year during the distance education process. In order to give this cultural difference, they ask: 'Teacher, are there any objections? We don't celebrate Christmas.' Because they don't know the reason behind, they generally perceive us the first source of information in the class, I think we should know extra specific knowledge about religion, geography or history in foreign cultures and transfer them to children on the level of an explainable level. (R6 – Sub-theme-6)

These topics are of interest to students rather than difficulty. Especially, foreign culture is different and interesting for children. They generally ask: 'How does it happen? Why are we like this?' For example, we have a Yummy Breakfast unit in the sixth-grades. We're talking about breakfast cultures there. For example, British breakfast attracts students' attention since it sounds different such as beans. What is difficult is answering all the questions on a reasonable level for them, which makes my job challenging. (R13 – Sub-theme-6)

We have difficulties with our own students, rather than with foreign students. Sometimes in the past years, when I opened videos containing foreign languages, I saw that the children were very bored. I even opened up this video at an easy level. My only aim was to make them see the use of that language, but as time passed by and towards the end of the lesson, I saw that they got pretty bored. That's why, I couldn't even get children's attention in speaking skills. However, I sometimes give translations. I have observed that they make translation with pleasure. In other words, I see that they take the language more easily in reading than in writing. In terms of writing, yes, we have difficulties in that too. (R2 – Sub-theme-7)

Yes, many questions have been posed by my students. For example, some words that need to be translated into a language may not be translated. Students may want to learn their English directly, but it needs to be transferred directly, so I can have translation problems. (R8 – Sub-theme-8)

When we talk about other cultures and when such topics come up, they ask: ‘Do they learn Turkish, too?’ The other example is that when we come to the Yummy Breakfast unit, in the sixth-grade, they ask: ‘Do they learn our Turkish habits as well?’ When students ask these, sometimes a wall is inevitably built in the classroom. Some students say: ‘Oh no, why are we learning these?’ and they develop such a kind of perspective as learning the unnecessary. I see it as a barrier that inhibits student learning. I see it as a challenge for teaching as well.” (R12 – Sub-theme-9)

Teacher Interview Question 7: What are the difficulties that you encounter while integrating culture-loaded information into your writing lessons? Twelve of the fourteen secondary EFL teachers stated that they had a variety of difficulties while integrating culture-loaded information into their writing parts of the lesson in miscellaneous ways (86%) while two of the fourteen secondary EFL teachers explained that they did not have any difficulties because of the fact that they had not specifically touched upon on culture during EFL writing sessions (14%). The repetitive themes participants interpreted on the difficulties were that they encountered a great deal of challenges while combining culture into their EFL writing lessons with regard to (1) the student unreadiness and deficiency of inner motivation for further investigation for other cultures together with the lack of research skills, (2) making translation-based struggles, (3) low level of English language proficiency, (4) teachers’ decision-making capacity for of-interest writing topics, (5) inadequate amount of cultural content in teaching materials used, and (6) identifying cultural values by setting out from home to target cultures. In Table 28, the concurrent theme with its sub-themes regarding the hindrances that secondary EFL teachers have

come across in the phase of integrating cultural items into their EFL writing parts was displayed.

Table 28

Proportion of Emergent Sub-themes for the Teacher Interview Question-7

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Challenges of Merging Culture into Writing Sessions</i>	
<i>Sub-theme-1: Lack of student previous knowledge, inner demand and/or research literacy for further investigation of other cultures</i>	58%
<i>Sub-theme-2: Unilateral translation and localization problems (from English to Turkish)</i>	42%
<i>Sub-theme-3: Low level of English language literacy</i>	33%
<i>Sub-theme-4: Finding out attention-grabbing topics for writing</i>	25%
<i>Sub-theme-5: Insufficiency of cultural content materials used</i>	25%
<i>Sub-theme-6: Initializing the values recognition process from national to international sense</i>	8%

With regard to the concurrent statements offered by the interviewees, seven of the twelve participants mentioned about the difficulties they encountered during the integration of other cultures into their EFL writing sessions in respect to the lack of student previous knowledge, inner demand and/or research literacy for further investigation of other cultures (58%) whereas five of the interviewees expressed that unilateral translation and localization problems, which is from English to Turkish, unfolded (42%). In line with the answers posed by the participants in Table 28, four of the twelve participants indicated that students had a low level of English language literacy particularly for the reading and writing skills (33%). Three of the interviewees expressed that they struggled for attaining attention-grabbing topics for their students in writing processes (25%). With the same rate, three of them stated that cultural content in materials used such as the textbooks were insufficient for developing ICA of the students (25%). One of them reported that students

had an inclination of recognizing cultural values from national to international sense; that is why, she emphasized that the cultural content should first be started from a local domain from familiar to unfamiliar, thus getting to know the self well (8%). The evident excerpts of the participants are aligned below:

Suppose that one day I wanted them to write anything about a culture they were unfamiliar with. They might write things that there were likely to lead to misunderstanding because they didn't have sufficient amount of knowledge before, and now I have the same case based on the lack of their previous knowledge and inner enthusiasm for doing extra research. (R2 – Sub-theme-1)

I told you that we don't use it much in writing activities. In other words, I mentioned that we didn't mention much about the intercultural difference, but in general, we can say that they don't have any prior knowledge, preparation or readiness about different cultures other than our English lesson. (R13 – Sub-theme-1)

I have difficulties in terms of making translation. They try to translate all the things from Turkish to English, and they couldn't figure out when I say there is no correspondence in English which exists in Turkish. In our writing lessons, we already have parts for writing short paragraphs. Unfortunately, we can't handle very long and comprehensive writing lessons because of the unreadiness and sense of space of my students to intercultural stuff. (R8 – Sub-theme-1 & Sub-theme-2)

They can't fully adapt themselves into a different culture because foreign cultures have seemed different to them, and they are not fully ready to internalize what they have encountered. However, when they start getting used to it such as the food of different cultures, they say: 'Oh, how do they eat these?'. For example, my sixth-grade students say, 'I liked this.', 'I didn't like that.' or 'What kind of food this is! The British eat green peas for breakfast. How can they eat these? How can they drink tea with milk?' they interrogate. It looks different to them. We also write them in our

paragraphs. I also give homework for paragraph writing as research. They say that searching for the cultural info is a bit hard for them because they get bored while doing this. They find difficult to choose the right information from the resources in addition to their low level of English proficiency to understand everything what is said or written on the resources. Also, English breakfast, Indian food, and so forth are available among in the eighth-grade units, and the same issue is also present in the sixth-grade classes. My students liked this topic. They both find it different, and they like getting to know different cultures and seeing unusual things. (R7 – Sub-theme-1 & Sub-theme-3)

In terms of writing, you know that the spelling and pronunciation of English are very different. It's not like the way in Turkish. That's why, we find it difficult to explain it to my students. Because Turkish is read and written as you read and write, but English is not like that. You have to learn the pronunciation separately, and the spelling is different. This is how I am having a challenge. So, what I'm trying to say to my students is that: 'Look, please don't write the way you read every time.' This is what I find difficult to write because there is a difference between English and Turkish. I try to deal with it according to the curriculum. If it is relevant to the topic, I give research papers. In the research assignments; for instance, I gave the research assignment about achievements of both our Turkish and foreign athletes in the seventh-grade classes in the unit of Sports as the homework. For example, Turkish athletes bought a lot of medals to our country this year. I wanted my students to reflect this topic, but they said they had difficulty in finding the right information. Also, they said that their English level was not so high as they could understand what was written or said in the resources they found. That's the way I gave a research paper task to my students. (R14 – Sub-theme-1, Sub-theme-2 & Sub-theme-3)

We can't think of learning a language only as the language, it should also be culture teaching. If we teach the language, we also teach the culture of that country. If we think of it as writing, for example, I give an example of English from Arabic, if we start from the reverse, to Turkish. Just as Arabic goes backwards, I tell them to start the Turkish translation backwards from English, so that they can translate it more easily. I try to repeat this way in paragraph styles. I apply this a lot in my seventh-grade classes. (R12 – Sub-theme-2)

I couldn't mention about this subject because they have a lot of problems about reading and writing in English. My Turkish students even also have difficulties in reading and writing in their mother tongue, which is Turkish. In addition, my Syrian students came here at a very young age. They said that they didn't even go to school much in their hometown, So, we are having some difficulties in writing. (R3 – Sub-theme-3)

We don't have a lot of writing activities anyway. I've been teaching English at the eighth-grade classes for two years. When I taught English the fifth- and sixth-grades two years ago, children were listening, intrigued and curious when I talked about foreign cultures. (R9 – Sub-theme-4)

Children couldn't write because they don't even know Turkish, anyway. My foreign students have difficulties because they don't know Turkish. I have also a difficulty in communication with them because they don't know Turkish. As for my Turkish students, very apparently, they don't like writing in English, anyway. But I always make a writing lesson at the end of each unit. For instance, our first unit in the fifth-grade classes is called Countries and Nationalities, and the boy illustrated in the textbook introduces himself by greeting and asks his interlocutor where she is from. At the end of each unit, I definitely give importance to writing exercises. We mentioned Syria in the Countries and Nationalities unit, for example. We learned together and got to know each other well when the children introduced themselves,

and they said they were Syrian. I think I've integrated it that way. (R10 – Sub-theme-4)

We don't transfer or integrate culturally-loaded information much in our writing lessons, let me speak for myself. Because there are no such kinds of writing activities. Therefore, when I say them to mention about a day of theirs, the students are only telling about his or her day. Also, we can say them to compare family members or groups of friends. However, there are not many cultural activities in the textbook, anyway. There is nothing to guide them. In order to do that, I have to find something, search for and direct it to them or assign them as homework. (R11 – Sub-theme-5)

There are very few examples that reflect our culture, for example, in our textbooks. I think we can bring a little more common ground, at least. Our culture teaches them what we don't know, but I will go directly and give an example. When we start with Jack's culture, it can be a bit problematic. So, let's start with our own culture first. These foreign students are trying to integrate themselves into a culture they are not accustomed to. Personally, I prefer a part of Ayşe's daily life rather than Jane at first. I can say the same thing for my Turkish students as well. (R6 – Sub-theme-6)

Teacher Interview Question 8: Do you think that it is important to be informed about other cultures? Why/Why not?. All of the fourteen secondary EFL teachers were of the same mind regarding the importance of being informed about the other cultures. In this respect, it is remarkable that there is a two-way relation between the sub-themes appeared as the profits of knowledgeable about cultures and contributions of being a knowledgeable person. The participants pointed at the positive impacts and contributions of being a culturally-informative individual, and they explained the reasons why being aware of other cultures, perceiving the cultural similarities and dealing with

cultural differences are important. Table 29 shows the unveiled sub-themes with their frequencies.

Table 29

Proportion of Emergent Sub-themes for the Teacher Interview Question-8

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Contributions of Being Informed about Other Cultures</i>	
<i>Sub-theme-1: An essential quality of maximizing world knowledge</i>	71%
<i>Sub-theme-2: Forming a basis for developing ICA</i>	64%
<i>Sub-theme-3: Assisting the provision of establishing mutual intelligibility</i>	57%
<i>Sub-theme-4: The key merit for personal growth</i>	50%
<i>Sub-theme-5: Functioning as a bridge of reinforcement for language skills development</i>	36%
<i>Sub-theme-6: Promoting the setting up empathy for diversity and inclusion</i>	36%
<i>Sub-theme-7: Being a means for enhancing student involvement</i>	29%
<i>Sub-theme-8: Pointing to the requirement of interdisciplinary collaborations for ICA</i>	21%

In the matter of examining the matching statements asserted by the interviewees, ten of the participants stated that being informative about other cultures formed an essential quality of maximizing world knowledge (71%). Nine of the interviewees mentioned that it helped form a basis for developing ICA. (64%). Eight of the interviewees thought that being knowledgeable about other cultures could assist the provision of establishing mutual intelligibility between interlocutors (57%). Seven of the interviewees spotlighted that being informed about other cultures is the key merit for personal growth (50%), five of the interviewees focused on the function of being informed about other cultures as a bridge of reinforcement for language skills development (36%). With the same rate, five of the interviewees stated that it promoted setting up empathy for diversity towards other cultures and their inclusion together with theirs (36%). Four of the interviewees asserted that this could be a means for enhancing student involvement in

English lessons more actively (29%) while three of the interviewees stated that it pointed to the requirement of interdisciplinary collaborations for ICA development (21%). In accordance with the responses posed by the interviewees in Table 29, the excerpts below illuminated the instances of the arisen sub-themes:

Yes, it provides a different perspective for both students and us teachers. It is important to have knowledge about other cultures. If I generally express this when teaching English, we already have computers [and] the Internet. These are always in our lives at an international level. We see here, too, that there are different cultures, [and] there are different people. Of course, it is important to know about them. (R14 – Sub-theme-1)

Of course, I think it's important. As I said above all, it is something that changes one's worldview. When one learns about different cultures, children also become aware that different things are out there. . . It can draw their interests and encourage them to research further something. (R13 – Sub-theme-1 & Sub-theme-2)

Being informed about different cultures allows children to change their perspectives and open their horizons. As people learn and see innovations, they get used to innovations and develop. Therefore, it is absolutely important for them to have information about intercultural differences in order to develop themselves and become individuals who are ready for all conditions in every sense. (R12 – Sub-theme-1 & Sub-theme-2)

I think it arouses some curiosity. It's always good to learn more. You satisfy your curiosity, meet different people, and see different cultures. I think it's a nice occasion. (R9 – Sub-theme-1, Sub-theme-2 & Sub-theme-4)

Of course, I think so. For the personal development as a teacher or student, I think it is very necessary to know something from every society, to learn about their

lifestyles or to know their values, both for the sake of respecting and improving our knowledge. We should know about them, of course. Obviously, we can integrate multicultural information into our lessons because of the same reasons again. For example, we sometimes see the food, dance, different cultures and holidays of different countries in our textbooks. It attracts the attention of the students. They have stated that they were surprised by giving expressions such as 'Is it like this in England?' or 'Is it like this in America?'. Actually, this is a plus for them. After all, I see it as a wealth of knowledge for their world knowledge and for those who want to go there in the future. (R4 – Sub-theme-1 & Sub-theme-4)

Of course, I think it's important. So, it's definitely important because your perspective gets richer and your awareness increases. The more different situations in different cultures we are faced with, the more we as teachers reflect it on our students. The children's awareness is also created in this respect. (R7 – Sub-theme-2)

I definitely think it's important. When I went abroad, I realized how important it was. We had culture nights and we were doing really meaningful things, and the way I saw the world really changed a lot. (R8 – Sub-theme-2)

Obtaining information about the culture not only makes easier to learn the norms and values of behavior in that society but also prevents misunderstanding. As people see in different ways, what is considered right in one culture is probably not right in another. Therefore, misunderstanding comes up. I think effective intercultural communication is a vital skill along with language knowledge. (R1 – Sub-theme-3 & Sub-theme-5)

If we know the values of that culture, people's lifestyles, what they value, where they travel, what is important to them, whether there is a day they celebrate, or if we are aware of them and teach them to children, maybe children may be more willing to learn, speak or write in English. Being conscious of learning the

differences may catch their interests, or when they ask: 'Why is this so?', we compare it directly with our own culture. They also ask: 'Is it like that in our culture?'. It sounds fun to the students. For example, while we were talking about tea with milk this week, in the sixth-grade classes, they ask: 'Is there tea with milk too? Is it like this?' They go into something different right away because they haven't seen something like that in their lives before. Maybe if there were such a preparatory question at the beginning of the unit, they would research on culture about what these people of the related culture were doing and what was important to them. Maybe it can be attention-grabbing, and they can be aware of it. Yes, there is something about this in our textbook. (R11 – Sub-theme-3 & Sub-theme-5)

I definitely think so. I think that in order to establish the bond of friendship between people, they should learn about each other's cultures. This is like a great wealth and a different emotional load, so we experience it too much here anyway. They share really different things with each other. I also ask them. For example, the traditions at weddings are different, the food and drink are different. We talk about all these in class. We also talk to each other during break-time. There is a student of mine in the fifth-grade class. You can certainly speak English spontaneously, and you can chat with him. We chat with him for 20 minutes during lunch break, for instance. This works out great for me as well. Too many students surround us. They listen to us, and they get very excited. They say we want to talk like that as well. This student of mine also helps his other friends in his classroom in English. He wants to talk to them very willingly. He also translates what I say into English, and new students have difficulty in understanding and communicating because they don't know much Turkish. He can translate in Turkish, and he can use English as well since his own language is Arabic, depending on how much the other interlocutor knows. He is Syrian, by the way. (R5 – Sub-theme-3 & Sub-theme-6)

It is important in terms of understanding children, because they also went through a very difficult period. My immigrant students, for example, just came here. Their lives are very difficult, and I think that if we know their culture and act accordingly, they can feel that they belong in here more. That's why I think it's important. (R10 – Sub-theme-3 & Sub-theme-6)

Certainly, I think so, of course. Because learning a different culture covers learning its language, that country and its people. In fact, when you say that you are learning a culture, you are actually learning about that country. Learning different cultures, different people and countries always develop a person. The same is true for the children here from Syria. In fact, they learned a lot without realizing it, namely in our country. Maybe they learned things that they couldn't reach in their own country. From one point of view, it might be good for them. They learned Turkish as a second language here. Learning English can be easy as they have already learned a second language here. The socio-economic status of the children is bad and their financial opportunities are limited. So, I can say that there is no family interest for their children's education because their priorities are first for surviving. A few of my colleagues have gone to the places where these Syrian students and their families live. Even their housing situation is in very bad condition. Therefore, it seems coming to school may even be luxurious to them for now. (R3 – Sub-theme-4)

As a teacher, it definitely has an importance, especially in English lessons. We need to know about geography and history. You have to own certain talents in painting and certain knowledge in music. So, in order to behave children culturally, and because we are teaching a language, we will surely know something from their cultures. Hence, the students can compare and contrast. They can also express their own culture to us. When something sounds familiar to the students,

we as teachers can integrate them into the lesson much easier. (R6 – Sub-theme-7 & Sub-theme-8)

Teacher Interview Question 9: What kind of ways in developing of intercultural awareness do you use in your classroom? Do you find these ways useful? Why/Why not? Twelve of the interviewees agreed upon the idea that they found the ways of developing intercultural awareness applied by themselves fruitful (86%). These 12 teachers' comments corresponded that there were various scopes to claim the methods of ICA development as an asset. At the heart of the unveiled theme regarding the ways of developing ICA in their classrooms, five sub-themes were revealed: (1) use of written resources, audio-visual materials and multimedia technologies in real life cases, (2) focus on cultural similarities and differences through oral discussions, (3) implementation of understanding the other through showing sensitivity and respect to cultural diversity, (4) strategization of reciprocal foreign language use, (5) delivery of extra-curricular activities. Based on the concurrent sections of the ways uttered by the interviewees, the proportions of the sub-themes that have been moulded around the emergent theme are viewed in Table 30 below:

Table 30

Proportion of Emergent Sub-themes for the Teacher Interview Question-9

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Secondary EFL Teachers' Ways of Raising ICA in Secondary EFL Classrooms</i>	
<i>Sub-theme-1: Use of written resources, audio-visual materials and multimedia technologies reflecting real life situations</i>	67%
<i>Sub-theme-2: Focus on cultural similarities and differences through verbal discussions</i>	25%
<i>Sub-theme-3: Implementation of understanding otherness through display of sensitivity and respect to cultural diversity</i>	17%

<i>Sub-theme-4: Strategization of reciprocal foreign language use</i>	8%
<i>Sub-theme-5: Delivery of extra-curricular activities</i>	8%

Eight of the participants expressed that they made use of written resources such as textbooks, newspapers, excerpts, audio-visual materials such as images, pictures, flash cards, songs, monologues and dialogues as listening texts, and multimedia technologies such as use of videos and smartboards in order to raise their students' ICA, which reflects real life situations in cross-cultural communication (67%). Three of the interviewees mentioned about the way of immersing on cultural similarities and differences between home and foreign countries through verbal exchanges (25%) and two of the participants stated that they applied the demonstration of sensitivity and respect to cultural diversity for enabling otherness to be understood, thereby viewing occasions from the other individual's shoes (17%). With the aim of creating friendly-warm learning environment, one of the interviewees marked that she guided the strategy of reciprocal foreign language use in which the teacher tried to use the immigrant student's native language, and in converse, the related student gradually began to use the foreign language they were exposed to in the classroom as the warm-up phase proceeded (8%). Evenly, one of the participants indicated that she posted extra-curricular assignments for her students so that they could improve the cultural dimension of their learning at home (8%). In what follows, the evident quotations were classified in harmony with the sub-theme frequencies exhibited in Table 30 above:

I usually find various videos about different cultures like this on the Internet. I'm trying to get my students to watch these videos at school. It could even be a small dialogue because the environment that children see here or there is very different when we think of it as a third language. Even the dialogue in a restaurant is very different in the culture of every country. That's why, I'm trying to find such a variety of such materials. I'm even trying to bring a small picture to my class. At least, I want them to see and hear the culture in itself. This can be a song, which can be

meant very differently for them. I use these kinds of things in my classes. I'm definitely trying to find something from a foreign culture and life in itself, and I show it to them. (R3 – Sub-theme-1)

Since we have a smart board, I don't have any problems in that sense, thank goodness. In particular, I offer them videos, movies, TV series, sections from some competition programs or something. I also present excerpts taken from the news that they react like this: 'Oh yeah? Really, there is this too!', and they are surprised. I think that at least a little bit of their interests and perspectives on life have changed. I use images a lot for this. (R6 – Sub-theme-1)

I use the textbook and smart board. I'm downloading worksheets and presentations from the Internet. I both reflect the textbook on the smart board, and apart from that, there are integrated things about the unit from the smart board such as interactive worksheets. I've been doing these things because the students even love standing up for the board and typing and clicking, dragging it from one place to another, which is incredibly motivating. That's why I use it. This year I have two eighth-grade and four fifth-grade classes, likewise. (R10 – Sub-theme-1)

Sometimes I can ask children questions about their own culture or the country they come from and hear a different word from them, and [I] make sure that students learn this, at most. If our duration was a little longer, the duration of the lesson could have been more, but unfortunately it doesn't happen. There are things I use on the smart board, I can benefit from the videos, images such as short cartoons or documentaries. I also benefit from the textbook. (R8 – Sub-theme-1 & Sub-theme-2)

Especially in the English lesson, we introduce different cultures because they are constantly introduced. For example, in the fifth grade, 'Chinese and Japanese greet like this', in the same way about food. Regarding holidays and festivals, 'These are their own way of holidays such as Holi, Christmas, Easter.', I say. It is

the intercultural differences that are constantly used in English lessons anyway. I also use smart boards and textbooks as materials. The smart board can already be any activity with any kind of presentation. I also use flash cards and pictures. (R14 – Sub-theme-1 & Sub-theme-2)

Actually, I don't use many ways or methods. We proceed according to the curriculum, we teach the learning outcomes stated in the lesson curriculum. We don't have a type of writing activities that convey the culture of writing in general, or there is nothing oriented to search for it. I am using a textbook, and it just asks a few questions to the students at the warm-up phase. Since our school has been newly built, we don't have any smart boards. Until this year, we had been using smart boards. I'm just sending an extra task for home here, 'Watch this video. We'll talk about it in the classroom later.' I can only send it home because they can access the Internet only at home, so it has helped us a lot. In the past years, we were examining flash cards, posters, word games, envelopes related to the unit and word studies before we had the smart boards. After smart boards were installed, our work actually got easier. We could reach almost everything, I have videos watched. I want them to take notes about the video or any words [that] they can catch while watching it. What words did they catch? What words did they hear? In this vein, I make a mind map which is about those words. I write down whatever comes to their minds, or when I say the following topic with a brainstorming, I write them on the board and have them watch a few videos about the words. I ask them their ideas and what these words and ideas evoke in their minds, and then we write short paragraphs about the topic. Of course, this happens if we have extra elective courses. So, now we don't have the opportunity of smart boards for the fifth- and sixth-grade classes with only three lesson hours, so this is a problem. (R11 – Sub-theme-1 & Sub-theme-5)

So frankly, I don't try different ways to create intercultural awareness; because it happens in reading texts, we also have it in books. As a matter of fact, due to our branch, English is a different culture reflecting a different conversation. Simply put, when they ask the English version of the expression such as 'Get well soon.' or 'Congratulations!', I emphasize that it may have different meanings in different cultures and that the same sentence can't have an equivalent in another language.
(R7 – Sub-theme-2)

Yes, I think they are useful. I have reading classes about other countries and cultures. I try to make my students consider the differences between our own cultures and what they have read. I ask them to think about how it feels to be in other people's position. (R1 – Sub-theme-3)

In fact, most of the children in our classrooms behave the outsiders differently. They see them different from themselves and their cultures. That's why, I try to prevent such differences right away in my own class, so by saying 'Your friend may have come from there, and he or she may not be able to do the things the way we think and do the things we do. It may be different, but you should respect it.', and I direct them to accept it. (R4 – Sub-theme-3)

I tell my students that they enjoy it a lot and [they] are more interested in English. I ask: 'Can you teach me to say how are you in your own language? Could you teach me a few things in your own language as well?'. So, they find it very enjoyable. When I ask this to my student as 'Keyfe haluke?', he gets very excited who is a student from Syria, he responds to me in a very awesome way, excitedly. While I try to learn these from them, they are also more willing to learn English, which I definitely noticed this. In that way, I can say that we are trying to learn our cultures through languages. I mostly use visual methods. Of course, we have listening texts because kids love these, too. I listen to a song about that subject or I

turn on our dialogues. There are good applications that are directly related to our lessons. I am also using the smart board. (R5 – Sub-theme-4)

Teacher Interview Question 10: As a secondary EFL teacher, do you think that there is a necessity to teach about other cultures in addition to the target language? Why/Why not? Thirteen out of 14 secondary EFL teachers agreed upon the necessity of teaching about other cultures in addition to the target language (93%) while one out of fourteen EFL teachers did not find teaching about other cultures apart from target language as a necessity but a useful means of developing ICA (7%). In this respect, most of the teachers saw eye to eye that teaching about other cultures apart from target culture of the target language they were teaching was a preliminary for their FL teaching process, which is a notable part. In the center of the unveiled theme regarding the upsides of the necessity of teaching about other cultures besides target language, the following sub-themes of sub-theme-1 have been unfolded: (1) Keeping up with multiculturalism through using an international language, (2) paving the way for enhancing self-growth, (3) internalizing the inseparability of culture and language teaching, (4) mediating the increase at students' motivational levels towards EFL learning, (5) supplying a continuous demand for survival skills on abroad, (6) benefiting from exchange programs for personal and professional development. On the ground of matched viewpoints quoted by the respondents on the essential sense of educating interculturally-informed students, the frequencies uncover the sub-themes in the light of the appeared theme in substantial detail in Table 31.

Table 31

Proportion of Emergent Sub-themes for the Teacher Interview Question-10

Emergent Theme and Sub-themes	<i>f</i>
<i>Emergent Theme: Diverse Opinions on the Necessity of Teaching about Other Cultures</i>	
<i>Sub-theme-1: Thinking teaching about other cultures in addition to target language is</i>	93%

important and necessary

Keeping up with multiculturalism through using an international language	36%
Paving the way for enhancing self-growth	21%
Internalizing the inseparability of culture and language teaching	14%
Mediating the increase at students' motivational levels towards EFL learning	7%
Supplying a continuous demand for survival skills on abroad	7%
Benefiting from exchange programs for personal and professional development	7%
<i>Sub-theme-2: Thinking teaching about other cultures in addition to target language is</i>	
<i>important but not necessary</i>	7%

Out of 14 interviewees, five of them stated that teaching culture enables students to keep up with multiculturalism through using English as an international language by focusing on the necessity of teaching culture (36%) while three of the respondents mentioned that it promoted paving the way for enhancing self-growth (21%). Two of the participants addressed that this necessity emphasized the inseparability of language teaching from culture for the state-of-being an inartificial FL learning (14%). While one of the participants expressed that it facilitated to keep students' motivation higher towards EFL learning (7%) while one of the interviewees set forth that it helped meet the demand for survival skills in terms of cross-cultural communication on going or living abroad (7%). Evenly, one of the respondents voiced that it aided in benefiting from exchange programs for personal development of students and professional development of teachers on abroad (7%). However, one of the interviewees was doubtful about the necessity about learning other cultures in addition to target culture while learning the target language and remained unsettled in spite of concurring its significance (7%). In what follows, the evident quotations were classified in accordance with the sub-theme frequencies displayed in Table 31 above.

I think it is absolutely necessary. In my opinion, one of the missions of English teachers is that the world is not just a place that consists of only Türkiye. I think it is to show children that there are different countries and different cultures, and

there are different places to go. This is even more important than teaching English. (R8 — Sub-theme-1: Keeping up with multiculturalism through using an international language)

I think it is necessary. Because, in addition, I teach other cultures, namely world cultures, because if we teach this language, I teach it because it has international validity not only when they go to England, but also when a German comes to our country or when our students go to another country later for business reasons such as Ukraine. It is important for them to be able to construct sentences in a way that they can simply express themselves by the help of a common language comfortably in daily life situations. Even if they go to Istanbul now, the world is really small now. By all means, they need to speak a common language. (R7 — Sub-theme-1: Keeping up with multiculturalism through using an international language)

It is necessary, so if English is an international language, other cultures and other lifestyles are already included in our textbooks. The students get information from other cultures, for example, there is the Kitchen unit in the eighth-grade classes. We are talking about the food of different countries or music genres, like in the Teen Life unit. It is definitely mentioned in this way, but not enough, and I think it is necessary. (R10 — Sub-theme-1: Keeping up with multiculturalism through using an international language)

Of course, it is necessary. We live in a constantly changing and developing world; that is, we see and experience different social changes every year. In order to keep up with these, we must have knowledge in every subject in order not to stay in our own shell, but to develop ourselves and open up to the outside world. For this, of course, such differences will add a lot to us. I'm always for those, too. (R4 - — Sub-theme-1: Paving the way for enhancing self-growth)

Of course, I think it's necessary. I think that children's ability to make comments can also be improved by making comparisons and contrasts. Maybe this is a point in their growth, and this is for their maturation. (R6 — Sub-theme-1: Paving the way for enhancing self-growth)

I think it is necessary. I see it as a necessity for a person to get to know different cultures in order to transcend his own horizons and improve himself as an individual, not just as a student.” (R12 — Sub-theme-1: Paving the way for enhancing self-growth)

Yes, I think it is a necessity, but as far as I remember the four C's. [They are] Collaboration, communication, critical thinking and creativity. They are listed as important four C's in the twenty-first century teaching. I think students need to get these four important C's. These can be achieved by knowing and respecting target culture while they are developing cultural awareness. (R2 — Sub-theme-1: Internalizing the inseparability of culture and language teaching)

Of course, it is necessary. Because you can't separate a language from its culture, so teaching a language is not just about teaching how to speak or write in this foreign language. Unless we teach our students the culture of this place where the foreign language is spoken, it seems like it will be completely empty, so they can't make sense of it in their lives. I think the most important aspect of culture is to be able to make sense of it. The students need to make sense of this in their own lives and try to evaluate it. Culture is very and very important and necessary at this point. (R3 — Sub-theme-1: Internalizing the inseparability of culture and language teaching)

I think it is important that the student learns the culture of the language he or she learns. For example, I think it is important to learn what happens when you go to a foreign country in the future, what the people eat there, what they drink, [and] how

they live. I think it is necessary. (R1 — Sub-theme-1: Supplying a continuous demand for survival skills on abroad)

I think it is necessary because I think children should learn about different cultures to increase their interests. This is not just about British or American culture, but I think that having knowledge about other cultures will make them more interested in the language we teach. At least that's what I observed. (R5 — Sub-theme-1: Mediating the increase at students' motivational levels towards EFL learning)

So, it is necessary. Our language that we teach is already an international language, which is a language that is valid all over the world. In other words, considering that not only English but also all cultures use this language, each country's use of this language is different. They speak it by adapting to their own way of speaking; therefore, it is important and necessary. E-twinning has been very good in this regard; that is, our students see and discover different cultures. They go to other countries, or foreign students come to our country from other countries. I think e-twinning is very effective and very active in this regard. Foreign students meet students from different cultures or they come to our country and discover the similarities and differences. I hope to participate as a teacher in the near future as soon as possible because I both want to see different countries and keep myself fresh in this field. (R14 — Sub-theme-1: Benefiting from exchange programs for personal and professional development)

I wouldn't call it a necessity, and I'm not sure about it, but it would be good. It would be nice, so when children listen to a different song other than English, they like it and it attracts their attention. When I make them listen to a French song, for example, they like it very much. Especially, they like its pronunciation because they feel as if they were reading a poem; that is, the children think as if they were in a different environment at that moment. It was even nicer when there was the

availability of a smart board in the class. Now, of course, we are trying to do it as much as possible, let me say. (R11 — Sub-theme-2)

Findings of the Quantitative Data Analysis

Quantitative data collection tools composed of the weekly-obtained writing assignments by the participants and an analytic writing rubric adapted from East (2009)'s study. The weekly-obtained writing tasks contained writing sample paragraphs based on the paragraph writing method taught by the secondary EFL teacher in the available week. The benchmarks of the analytic writing rubric were described as four main criteria: (1) genre and structural organization, (2) grammar usage and word choice, (3) mechanics and disciplinary conventions, (4) content development of cultural sense, grading out of 25 points for each. Specifically, the qualities of *content development of cultural sense* benchmark out of 25 points in total were considered while scoring in order to see any possible divergences in a quantitative manner. The descriptive and inferential statistics of the writing achievement scores were demonstrated as to whether there was any statistically significant difference between the experimental and control group in terms of the development in their ICA levels. In regards to internal validity and reliability of the study, whether or not the two-times scoring procedures implemented by the two raters, who were the teacher-researcher and the teacher-professional rater from the field, overlapped was identified.

Data Analysis for the Research Question 3: To what extent is portfolio-based writing assessment successful for secondary school EFL learners' development of Intercultural Awareness? Firstly, in order to explore the levels of the reflection on ICA of all sixth- and eighth-grade experimental and control group students concerning their writing assignments throughout ten weeks, descriptive statistics was performed. Mean scores over ten weeks were computed for the experimental and control groups, respectively. The results can be examined in Table 32.

Table 32

Descriptive Statistics: Mean Scores of the 6th Grade and 8th Grade Experimental and Control Groups per Week

Experimental & Control Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
6E1	Mean	8.35	12.91	14.57	16.13	16.91	18.57	19.57	20.48	21.78	23.78
	N	23	23	23	23	23	23	23	23	23	23
	SD	3.069	3.175	2.694	2.361	2.214	2.191	2.212	2.254	1.858	1.347
	Min	2	8	10	12	12	15	16	17	18	21
	Max	14	18	19	20	20	23	24	24	25	25
	Median	9.00	13.00	15.00	16.00	16.00	19.00	20.00	20.00	22.00	24.00
6C1	Mean	3.55	5.00	5.59	7.23	7.86	8.27	9.09	10.05	12.50	14.86
	N	22	22	22	22	22	22	22	22	22	22
	SD	2.132	2.619	2.538	3.146	2.532	3.011	3.161	3.244	3.447	3.121
	Min	1	2	2	4	2	3	3	2	6	9
	Max	9	13	14	18	14	15	16	17	19	20
	Median	3.00	4.50	5.00	6.50	8.00	8.00	9.00	10.00	11.50	14.50
8E2	Mean	7.65	15.00	15.85	17.05	18.25	18.75	20.45	21.50	21.70	24.00
	N	20	20	20	20	20	20	20	20	20	20
	SD	4.133	3.613	2.455	2.564	2.268	3.354	2.139	1.850	2.677	1.214
	Min	2	6	11	12	13	10	15	17	12	20
	Max	17	20	19	21	21	23	23	24	25	25
	Median	7.50	15.50	16.00	17.50	19.00	19.50	21.00	22.00	22.00	24.00
8C2	Mean	3.79	4.89	5.74	9.11	7.11	10.00	10.00	10.89	12.47	14.26
	N	19	19	19	19	19	19	19	19	19	19
	SD	2.226	1.629	2.104	4.345	2.536	3.712	2.261	2.307	2.342	2.156
	Min	1	2	2	3	2	4	5	7	8	11
	Max	10	8	9	18	11	18	15	16	17	19
	Median	3.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	14.00

Total	Mean	5.89	9.52	10.52	12.43	12.64	13.98	14.87	15.82	17.23	19.35
	N	84	84	84	84	84	84	84	84	84	84
	SD	3.677	5.358	5.381	5.313	5.585	5.718	5.820	5.842	5.331	5.119
	Min	1	2	2	3	2	3	3	2	6	9
	Max	17	20	19	21	21	23	24	24	25	25
	Median	5.00	8.50	10.50	14.00	13.50	15.50	16.00	17.00	18.50	20.50

N = Number of the participants
SD = Standard deviation

Mean scores of all four groups were investigated using descriptive statistics in SPSS 22.0. The abbreviations were used by the researcher that *6E1* stands for the sixth-grade experimental group, *6C1* represents the sixth-grade control group, *8E1* symbolizes the eighth-grade experimental group and *8C2* denotes the eighth-grade control group. The scores were given as points out of 25 since the benchmark of *the content development of cultural sense* is composed of 25 points in the writing assessment rubric that the researcher used in this examination. As illustrated in Table 32, the mean score of all groups in the tenth week appeared to be the highest one obtained throughout ten weeks ($M_{6E1} = 23.78$, $SD_{6E1} = 1.347$; $M_{6C1} = 14.86$, $SD_{6C1} = 3.121$; $M_{8E2} = 24.00$, $SD_{8E2} = 1.214$; $M_{8C2} = 14.26$, $SD_{8C2} = 2.156$). On the other hand, the mean score achieved by all the groups was the lowest one in the first week ($M_{6E1} = 8.35$, $SD_{6E1} = 3.069$; $M_{6C1} = 3.55$, $SD_{6C1} = 2.132$; $M_{8E2} = 7.65$, $SD_{8E2} = 4.133$; $M_{8C2} = 3.79$, $SD_{8C2} = 2.226$). In addition, the mean scores of the remaining weeks turned out to be increased for the experimental and control groups balancedly except for the eighth-grade control group for the fifth week ($M_{8C2} = 7.11$, $SD_{8C2} = 2.536$).

When scanning the mean scores of all four groups in total section in Table 32 (N = 84), a regular increase trend was observed, but it was viewed that this increase trend was slightly slow distributed especially in the fourth and fifth weeks ($M_{P4} = 12.43$, $SD = 5.313$; $M_{P5} = 12.64$, $SD = 5.585$). Overall, the mean scores of the sixth- and eighth-grade experimental groups were higher than those of the sixth- and eighth-grade control groups in throughout ten weeks ($M_{6E1P1} = 23.78$, $M_{6E1P2} = 12.91$; $M_{6E1P3} = 14.57$; $M_{6E1P4} = 16.13$;

$M_{6E1P5} = 16.91$; $M_{6E1P6} = 18.57$; $M_{6E1P7} = 19.57$; $M_{6E1P8} = 20.48$; $M_{6E1P9} = 21.78$; $M_{6E1P10} = 23.78$; $M_{6C1P1} = 3.55$; $M_{6C1P2} = 5.00$; $M_{6C1P3} = 5.59$; $M_{6C1P4} = 7.23$; $M_{6C1P5} = 7.86$; $M_{6C1P6} = 8.27$; $M_{6C1P7} = 9.09$; $M_{6C1P8} = 10.05$; $M_{6C1P9} = 12.50$; $M_{6C1P10} = 14.86$; $M_{8E2P1} = 7.65$; $M_{8E2P2} = 15.00$; $M_{8E2P3} = 15.85$; $M_{8E2P4} = 17.05$; $M_{8E2P5} = 18.25$; $M_{8E2P6} = 18.75$; $M_{8E2P7} = 20.45$; $M_{8E2P8} = 21.50$; $M_{8E2P9} = 21.70$; $M_{8E2P10} = 24.00$; $M_{CE2P1} = 3.79$; $M_{CE2P2} = 4.89$; $M_{CE2P3} = 5.74$; $M_{CE2P4} = 9.11$; $M_{CE2P5} = 7.11$; $M_{CE2P6} = 10.00$; $M_{CE2P7} = 10.00$; $M_{CE2P8} = 10.89$; $M_{CE2P9} = 12.47$; $M_{CE2P10} = 14.26$) whereas the mean scores of the eighth-grade experimental group were higher than those of the sixth-grade experimental group all but except for the first and ninth weeks ($M_{6E1P1} = 8.35$, $SD_{6E1P1} = 3.069$; $M_{6E1P9} = 21.78$, $SD_{6E1P9} = 1.858$; $M_{8E2P1} = 7.65$, $SD_{8E2P1} = 4.133$; $M_{8E2P9} = 21.70$, $SD_{8E2P9} = 2.677$).

In the next breath, Kruskal Wallis-H test, which is alternative to the parametric design one-way between groups analysis of variance (ANOVA), is employed to analyze to what extent intercultural teaching through portfolio-based writing assessment was successful for secondary EFL learners' development of ICA. Kruskal Wallis-H test is used to compare the scores on some continuous variable for three or more groups where different people must be in each of the different groups (Pallant, 2010). Since the scores were basically converted into ranks and the mean rank for each group was compared in this test design, the researcher aimed at focusing on the success levels of both experimental and control groups in overall sense based on the between-group differences. By running Mann-Whitney U test, group pairs as 6E1 and 6C1, 6E1 and 8E1, 6E1 and 8C2, 6C1 and 8E2, 6C1 and 8C2, and 8E1 and 8C2 were compared in order to spot in which pairs there would be significant differences with the calculated effect size.

When significant differences were appeared between the groups or between the measurements, Cohen's d (1988) was used to calculate the effect size. Cohen (1988) indicates that r values from 0.1 to 0.3 as small effect; from 0.3 to 0.5 as medium effect; 0.5 and higher as large effect size which is measured by a converted z-score (Rosenthal, 1991, as cited in Field, 2009). While determining the group pairs, the combination formula

was used as: $n! / ((n - r)! r!)$. In this formula, while n represents the number of the total groups, which is four groups, r represents the number of groups compared, which is two groups. Based on the mathematical operation of $4! / ((4! - 2!) 2!) = 6$, six groups of combination were compared. The results of the Kruskal Wallis-H for processing in the weekly-obtained achievement scores of the groups with a general overview were visualized in Table 33. It was found that there were statistically significant differences among the experimental and control groups regarding the portfolio-based writing task scores ($p < .05$).

Table 33

The Results of the Kruskal Wallis-H Test for the Sixth and Eighth-Grade Experimental and Control Groups

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Chi-Square	32.129	59.322	61.299	48.999	63.378	57.034	63.211	62.990	59.390	63.235
df	3	3	3	3	3	3	3	3	3	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

a. Kruskal Wallis Test

b. Grouping Variable: Experimental and Control Groups

By keeping the alpha level at a manageable level, Bonferroni adjustment deals with dividing the alpha level of .05 by the number of tests aimed to use and using the revised alpha level as the criteria for determining significance (Pallant, 2010). Henceforth, Mann-Whitney U test results with Bonferroni adjustment ($.05 / 6 = .008$) for processing of the weekly-obtained achievement scores of the groups through group comparisons based on the combinations were visualized in Table 34. It was found that there were statistically significant differences between the sixth- and eighth-grade experimental groups and the sixth- and eighth-grade control groups ($p = .000$ for 6C1-8E2 and 6C1-6E1, $p = .001$ for 8C2-8E2). However, it was observed that there were no statistically significant differences

between each class level within themselves, which is between the sixth-grade and eighth-grade experimental groups ($p = .343$) and the sixth and eighth-grade control groups ($p = .794$).

Table 34

Pairwise Comparisons between the Sixth- and Eighth-Grade Experimental Groups

	Test Statistic	Std. Error	Std. Test Statistic	Sig.	Adj. Sig.
6C1-8C2	-1.989	7.605	-.262	.794	1.000
6C1-8E2	-26.743	7.502	-3.565	.000	.002
6C1-6E1	33.786	7.242	4.666	.000	.000
8C2-8E2	24.754	7.779	3.182	.001	.009
8C2-6E1	31.796	7.528	4.224	.000	.000
8E2-6E1	7.042	7.424	.949	.343	1.000

The significance level is .05.

Significance values have been adjusted by the Bonferroni correction for multiple tests.

In Table 35, the mean ranks and median values of all the four groups were displayed. In that sense, it was observed that both the median values and mean ranks were the highest to the sixth-grade experimental group in the first week ($Mr_{P1} = 60.22$, $Mdn_{P1} = 9.00$) while the eighth-grade experimental group appeared to have the highest mean ranks and median values in all the remaining weeks starting from the second week to the tenth week ($Mr_{P2} = 66.55$, $Mdn_{P2} = 15.50$; $Mr_{P3} = 65.95$, $Mdn_{P3} = 16.00$; $Mr_{P4} = 63.23$, $Mdn_{P4} = 17.50$; $Mr_{P5} = 67.05$, $Mdn_{P5} = 19.00$; $Mr_{P6} = 63.35$, $Mdn_{P6} = 19.50$; $Mr_{P7} = 65.85$, $Mdn_{P7} = 21.00$; $Mr_{P8} = 65.93$, $Mdn_{P8} = 22.00$; $Mr_{P9} = 62.68$, $Mdn_{P9} = 22.00$; $Mr_{P10} = 63.75$, $Mdn_{P10} = 24.00$). On the other hand, it was displayed that the lowest mean ranks across ten weeks were belonged to the sixth-grade control group from the first to ninth week except for the tenth week where the eighth-grade control group had the lowest ($Mr_{P10} = 19.84$) while the lowest median values were shared as the same value between the sixth- and eighth-grade control groups in the first and fifth week ($Mdn_{P1P5} = 3.00$).

Table 35

Mean Ranks and Median Values of the Sixth- and Eighth-Grade Experimental and Control Groups

	Experimental & Control Groups	Mean Rank	Median
Process 1	6E1	60.22	9.00
	6C1	26.43	3.00
	8E2	53.18	7.50
	8C2	28.42	3.00
Process 2	6E1	58.65	13.00
	6C1	21.39	4.50
	8E2	66.45	15.50
	8C2	22.18	5.00
Process 3	6E1	59.83	15.00
	6C1	20.41	5.00
	8E2	65.95	16.00
	8C2	22.42	6.00
Process 4	6E1	57.59	16.00
	6C1	19.32	6.50
	8E2	63.23	17.50
	8C2	29.26	7.00
Process 5	6E1	59.33	16.00
	6C1	22.25	8.00
	8E2	67.05	19.00
	8C2	19.74	8.00
Process 6	6E1	60.63	19.00
	6C1	18.84	8.00
	8E2	63.35	19.50
	8C2	26.00	9.00

Process 7	6E1	60.39	20.00
	6C1	18.57	9.00
	8E2	65.85	21.00
	8C2	23.97	10.00
Process 8	6E1	60.37	20.00
	6C1	19.64	10.00
	8E2	65.93	22.00
	8C2	22.68	11.00
Process 9	6E1	62.26	22.00
	6C1	21.50	11.50
	8E2	62.68	22.00
	8C2	21.66	12.00
Process 10	6E1	62.33	24.00
	6C1	22.02	14.50
	8E2	63.75	24.00
	8C2	19.84	14.00

Based on the statistically significant differences found through Mann-Whitney U test supported by the mean ranks and median values displayed, the effect sizes for the significant differences are illustrated in Table 36.

Table 36

The Magnitudes of the Effect Sizes

Groups	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
6E1-6C1	0.48	0.57	0.59	0.56	0.61	0.60	0.61	0.60	0.60	0.61
6E1-8C2	0.46	0.60	0.60	0.45	0.61	0.55	0.61	0.61	0.60	0.61
6C2-8E2	0.38	0.58	0.59	0.57	0.60	0.59	0.60	0.61	0.58	0.61
8E2-8C2	0.37	0.59	0.61	0.50	0.61	0.54	0.61	0.61	0.57	0.61

In Table 36, based on the effect sizes of Cohen's d (1988), it was observed that the most statistically significant difference between the sixth-grade experimental and sixth-

grade control group was in the fifth, seventh and tenth weeks with a medium effect size ($r = .61$) while the most statistically significant difference between the sixth-grade experimental and the eighth-grade control group was seen in the fifth, seventh, eighth and tenth weeks with a medium effect size ($r = .61$). It was displayed that the most statistically significant difference between the sixth-grade control and eighth-grade experimental group was in the eighth and tenth week with a medium effect size ($r = .61$) while the most statistically significant difference between the eighth-grade experimental and the eighth-grade control group was viewed in the third, fifth, seventh, eighth and tenth weeks with a medium effect size ($r = .61$) (Cohen, 1988).

Data Analysis for the Research Question 4: Is there any development of sixth-grade students' ICA in assessment of EFL classrooms? If so, to what extent?.

The Friedman test, which is alternative to the parametric design one-way repeated measures analysis of variance (ANOVA), was employed to find out whether there was any development of students' ICA in assessment of the sixth-grade experimental and control groups. The Friedman test is used when the same sample of participants is handled to measure them at three or more points in time (Pallant, 2010). The Friedman could also be employed for continuous data that has violated the assumptions to run the one-way ANOVA with repeated measures. It elucidates that whether there are overall differences, but does not pinpoint which groups in particular differ from each other.

By uncovering the assessment of achievement scores in all ten weeks, each group was evaluated in itself with the points given to their writing assignments. In this regard, the researcher intended to concentrate on any potential progress levels of the sixth-grade experimental and control groups regarding ICA separately. Ten-time intervention between the weeks starting from the first week to the tenth week for both groups, namely 6E1 and 6C1, was examined. Based on the Friedman test results, the developmental stages of all the obtained achievement scores of the sixth-grade experimental and control groups in Table 37 was provided. The descriptive statistics of both groups in terms of mean ranks

and median values are visualized in Table 38. The results of the Friedman Test for the sixth-grade experimental group indicated that there was a statistically significant difference in writing task scores across the ten-time points from the first to tenth week $\chi^2(9, n = 23) = 189.49, p = .000$). Accordingly, based on the statistically significant differences, the Wilcoxon signed-rank test, which is the kind of a post-hoc test for the Friedman test here, was used to spot where these differences occurred, which provides observing the effect sizes of the statistical differences for both groups within themselves in terms of the week pairs. In the light of the ten-time intervention, the results of individual Wilcoxon signed-rank tests in both groups, which is alternative to the parametric design paired samples t-test, are displayed in Table 39, using Bonferroni adjusted alpha value ($p / 9 = .005$) to control for Type I error.

The weeks are named for the representation of the treatment procedures of the present study. Inspection of the median values for the sixth-grade experimental group showed an increase regarding statistics from the first to fourth week ($Md_{P1} = 9.00, Md_{P4} = 16.00$), a stable value between the fourth to fifth week ($Md_{P4-P5} = 16.00$) and seventh to eighth week ($Md_{P7-P8} = 20.00$) and a further increase towards the tenth week ($Md_{P10} = 24.00$). The results of the Friedman Test for the sixth-grade control group indicated that there was a statistically significant difference in writing task scores across the ten-time points from the first to tenth week $\chi^2(9, n = 22) = 143.78, p = .000$). Inspection of the median values for the sixth-grade control group showed an increase regarding statistics from the first to fourth week ($Md_{P1} = 3.00, Md_{P5} = 8.00$), a stable value between the fifth to sixth week ($Md_{P4-P5} = 8.00$) and a further increase towards the tenth week ($Md_{P10} = 14.50$).

Table 37

The Friedman Test Rest Results within the Sixth-Grade Experimental and Control Groups

Groups	N	Chi-Square	df	Asymp. Sig.
6E1	23	189.489	9	.000
6C2	22	143.784	9	.000

Table 38*The Descriptive Statistics of the Sixth-Grade Experimental and Control Groups*

Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
6E1	N	23	23	23	23	23	23	23	23	23	23
	Mean Rank	1.00	2.24	3.17	4.37	4.87	6.09	6.89	7.74	8.70	9.93
	Median	9.00	13.00	15.00	16.00	16.00	19.00	20.00	20.00	22.00	24.00
	Max	14	18	19	20	20	23	24	24	25	25
	Min	2	8	10	12	12	15	16	17	18	21
6C1	N	22	22	22	22	22	22	22	22	22	22
	Mean Rank	1.61	2.91	3.00	4.84	5.05	5.73	6.41	7.20	8.64	9.61
	Median	3.00	4.50	5.00	6.50	8.00	8.00	9.00	10.00	11.50	14.50
	Max	9	13	14	18	14	15	16	17	19	20
	Min	1	2	2	4	2	3	3	2	6	9

Table 39*The Results of Wilcoxon Signed-Rank Tests for the Sixth-Grade Experimental and Control Groups*

		P2-P1	P3-P2	P4-P3	P5-P4	P6-P5	P7-P6	P8-P7	P9-P8	P10-P9
6E1	Z	-4.210 ^a	-3.821 ^a	-4.211 ^a	-3.022 ^a	-4.318 ^a	-3.714 ^a	-2.834 ^a	-3.313 ^a	-4.176 ^a
	Adj. p (.005)	.000	.000	.000	.003	.000	.000	.005	.001	.000
6C1	Z	-3.437	-1.311	-4.305	-1.715	-.987	-1.436	-1.803	-3.096	-3.227
	Adj. p (.005)	.001	.190	.000	.086	.324	.151	.071	.002	.001

a. Based on negative ranks.

On the ground of the ten-time intervention and the results of individual Wilcoxon signed-rank tests by using Bonferroni adjustment, it was revealed that statistically significant differences were found according to the adjusted p -value ($p = .005$) between P4-P5 and P8-P9, with a small effect size ($Z = -3.821$, $p = .003$, $r_{p4-p5} = .45$; $Z = -3.313$, $p =$

.001, $r_{P8-P9} = .49$) and between the remaining week pairs with a medium effect size ($r_{P1-P2} = .62$; $r_{P2-P3} = .56$; $r_{P3-P4} = .62$; $r_{P4-P5} = .45$; $r_{P5-P6} = .64$; $r_{P6-P7} = .55$; $r_{P9-P10} = .62$) for the sixth-grade experimental group. On the other side, it was viewed that statistically significant differences were found in consistent with the adjusted p -value between P8-P9 and P9-P10, with a small effect size ($Z = -3.096$, $p = .002$, $r_{P8-P9} = .49$; $Z = -3.227$, $p = .001$, $r_{P9-P10} = .49$), and between P1-P2 and P3-P4, with a medium effect size ($Z = -3.437$, $p = .001$, $r_{P1-P2} = .52$; $Z = -4.305$, $p = .000$, $r_{P3-P4} = .65$) for the sixth-grade control group. In the light of within-group comparisons and effect sizes found for the sixth-grade experimental and control groups, it was realized that the sixth-grade experimental group within itself had a more marked increase in the task scores than those of the sixth-grade control group within itself with regard to the ICA development.

Data Analysis for the Research Question 5: Is there any development of eighth-grade students' ICA in assessment of EFL classrooms? If so, to what extent? The Friedman test, which is alternative to the parametric design one-way repeated measures analysis of variance (ANOVA), was employed in an attempt to find out whether there would be any development of students' ICA in assessment of the eighth-grade experimental and control groups. The Friedman test is used for the analysis for correlated data with three or more occasions or conditions (Zimmerman & Zumbo, 1993). The Friedman could also be implemented for continuous data that does not comply with assumptions to exert the one-way ANOVA with repeated measures. It illustrates that whether there are overall differences, but does not identify which group specifically differs from the other.

By uncovering the assessment of achievement scores in all ten weeks, each group was evaluated in itself with the assigned points to their paragraphs. Accordingly, the researcher sighted at determining any potential progress levels of the eighth-grade experimental and control groups separately. Ten-time intervention between the weeks as of the first week to the tenth week for both groups, namely 8E1 and 8C1, was analyzed.

Within the frame of the Friedman test results, the developmental stages of all the acquired achievement scores of the eighth-grade experimental and control groups in Table 40 was found. The descriptive statistics of both groups regarding mean ranks and median values are demonstrated in Table 41. The results of the Friedman Test for the eighth-grade experimental group indicated that there was a statistically significant difference in writing task scores across the ten time points from the first to tenth week $\chi^2 (9, n = 20) = 151.922, p = .000$). Pursuant to the statistically significant differences, the Wilcoxon signed-rank test, which is the kind of a post-hoc test for the Friedman test here, was used to detect where these differences happened, which provides observing the effect sizes of the statistical differences for both groups within themselves with regard to the week pairs. By underlying the ten-time intervention and using Bonferroni adjusted alpha value ($p / 9 = .005$) to control for Type I error both groups, the results of individual Wilcoxon signed-rank tests, which is an alternative to the parametric design paired samples t-test, are demonstrated in Table 42.

The weeks are named for the representation of the treatment procedures of the current study. The scrutiny of the median values for the eighth-grade experimental group showed an increase regarding statistics from the first to eighth week ($Md_{P1} = 7.50, Md_{P9} = 22.00$), a stable value between the eighth and ninth week ($Md_{P8-P9} = 22.00$) and a further increase towards the tenth week ($Md_{P10} = 24.50$). The results of the Friedman Test for the eighth-grade control group revealed that there was a statistically significant difference in writing task scores across the ten time points from the first to tenth week $\chi^2 (9, n = 19) = 128.647, p = .000$). The inquiry of the median values for the eighth-grade control group displayed a further increase regarding statistics from the first to tenth week ($Md_{P1} = 3.00, Md_{P10} = 14.00$).

Table 40

The Friedman Test Results within the Eighth-Grade Experimental and Control Groups

Groups	N	Chi-Square	df	Asymp. Sig.
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8E1	20	151.922	9	.000
8C2	19	128.647	9	.000

Table 41

The Descriptive Statistics of the Eighth-Grade Experimental and Control Groups

Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
8E1	N	20	20	20	20	20	20	20	20	20	20
	Mean Rank	1.08	2.75	3.23	4.08	4.95	5.95	7.00	8.15	8.00	9.83
	Median	7.50	15.50	16.00	17.50	19.00	19.50	21.00	22.00	22.00	24.00
	Max	17	20	19	21	21	23	23	24	25	25
	Min	2	6	11	12	13	10	15	17	12	20
8C1	N	19	19	19	19	19	19	19	19	19	19
	Mean Rank	2.00	2.21	2.97	5.47	4.16	6.05	6.66	7.55	8.45	9.47
	Median	3.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	14.00
	Max	10	8	9	18	11	18	15	16	17	19
	Min	1	2	2	3	2	4	5	7	8	11

Table 42

The Results of Wilcoxon Signed-Rank Tests for the Eighth-Grade Experimental and Control Groups

		P2-P1	P3-P2	P4-P3	P5-P4	P6-P5	P7-P6	P8-P7	P9-P8	P10-P9
8E1	Z	-3.848 ^a	-2.490 ^a	-2.968 ^a	-3.115 ^a	-2.389 ^a	-2.625 ^a	-3.722 ^a	-1.145 ^a	-3.874 ^a
	Adj. p (.005)	.000	.013	.003	.002	.017	.009	.000	.252	.000
8C1	Z	-1.877 ^a	-2.070 ^a	-2.721 ^a	-1.249 ^b	-3.406 ^a	-1.715 ^a	-2.990 ^a	-2.725 ^a	-3.443 ^a
	Adj. p (.005)	.001	.190	.000	.086	.324	.151	.071	.002	.001

a. Based on negative ranks.

b. Based on positive ranks.

At the heart of the ten-time intervention, the results of individual Wilcoxon signed-rank tests by using Bonferroni adjustment revealed that statistically significant differences were uncovered according to the adjusted p -value ($p = .005$) between P3-P4 and P4-P5, with a small effect size ($Z = -2.968$, $p = .003$, $r_{P3-P4} = .47$; $Z = -3.115$, $p = .002$, $r_{P4-P5} = .49$), and between P1-P2, P7-P8 and P9-P10 with a medium effect size ($Z = -3.848$, $p = .000$, $r = .61$; $Z = -3.722$, $p = .000$, $r = .59$; $Z = -3.874$, $p = .000$, $r = .61$) for the experimental group. From the other angle, it was marked that statistically significant differences were found according to the adjusted p -value between P1-P2 and P8-P9, with a small effect size ($Z = -1.877$, $p = .001$, $r_{P1-P2} = .31$; $Z = -2.725$, $p = .002$, $r_{P8-P9} = .44$), and between P9-P10 with a medium effect size ($Z = -3.443$, $p = .001$, $r_{P9-P10} = .56$) for the control group. In consideration of within-group comparisons and effect sizes unearthed for the eighth-grade experimental and control groups, it was viewed that the eighth-grade experimental group within itself had a slightly more marked increase in the task scores than those of the eighth-grade control group within itself concerning the ICA development.

Data Analysis for the Research Question 6: Are there any achievement differences between the assessment of ICA in sixth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent? As an alternative to independent t-test as a parametric design, the Mann-Whitney U test was applied here to examine if there would be any achievement differences between the sixth-grade EFL classrooms where direct teaching and standard teaching of ICA development were performed. In this sense, the descriptive statistics of the both groups are visualized in Table 43. Because of the fact that the Mann-Whitney U test is used to test for differences between two independent groups on a continuous measure when the assumptions of the t-test are not met (Pallant, 2010), a comparative analysis was exerted on the ground of the achievement scores belonged to the experimental and control groups over ten weeks in Table 44.

Table 43*Descriptive Statistics of the Sixth-Grade Experimental and Control Groups*

Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
6E1	N	23	23	23	23	23	23	23	23	23	23
	SD	3.069	3.175	2.694	2.361	2.214	2.191	2.212	2.254	1.858	1.347
	Min	2	8	10	12	12	15	16	17	18	21
	Max	14	18	19	20	20	23	24	24	25	25
	Median	9.00	13.00	15.00	16.00	16.00	19.00	20.00	20.00	22.00	24.00
6C1	N	22	22	22	22	22	22	22	22	22	22
	SD	2.132	2.619	2.538	3.146	2.532	3.011	3.161	3.244	3.447	3.121
	Min	1	2	2	4	2	3	3	2	6	9
	Max	9	13	14	18	14	15	16	17	19	20
	Median	3.00	4.50	5.00	6.50	8.00	8.00	9.00	10.00	11.50	14.50

In Table 43, it was seen that the median scores of the sixth-grade experimental group ($Md_{P1} = 9.00$; $Md_{P2} = 13.00$; $Md_{P3} = 15.00$; $Md_{P4} = 16.00$; $Md_{P5} = 16.00$; $Md_{P6} = 19.00$; $Md_{P7} = 20.00$; $Md_{P8} = 22.00$; $Md_{P9} = 22.00$; $Md_{P10} = 24.00$, $n = 23$) were higher than those of the control group ($Md_{P1} = 3.00$; $Md_{P2} = 4.50$; $Md_{P3} = 5.00$; $Md_{P4} = 6.50$; $Md_{P5} = 8.00$; $Md_{P6} = 8.00$; $Md_{P7} = 9.00$; $Md_{P8} = 10.00$; $Md_{P9} = 11.50$; $Md_{P10} = 14.50$, $n = 22$) from the second week to tenth week. Consequently, it was displayed that there was a statistical difference between-groups across the ten weeks in favor of the sixth-grade experimental group.

Table 44*Mann-Whitney U Test Results between the Sixth-grade Experimental and Control Groups*

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
	U	53.500	15.500	9.500	19.000	2.000	1.000	1.000	1.500	3.000	.000
6E1	Mean Rank	31.67	33.33	33.59	33.17	33.91	33.96	33.96	33.93	33.87	34.00

Sum of	728.50	766.59	772.50	763.00	780.00	781.00	781.00	780.50	779.00	782.00
Ranks										
Mean	13.93	12.20	11.93	12.36	11.59	11.55	11.55	11.57	11.64	11.50
6C1 Rank										
Sum of	306.50	268.50	262.50	272.00	255.00	254.00	254.00	254.50	256.00	253.00
Ranks										
Z	-4.548	-5.407	-5.545	-5.333	-5.743	-5.741	-5.744	-5.733	-5.705	-5.786
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

Since it was found that there was a statistically significant difference between the two groups throughout the weeks, median values of both groups were also portrayed above in order to specify the direction of the difference in view of ascertaining which group was higher (Pallant, 2010). As concerns the interpretations of the findings in Table 44, the Mann-Whitney U test revealed a statistically significant difference in the development of ICA between the sixth-grade experimental and control groups in terms of the writing task scores based on the portfolio-immersed online lessons across the ten weeks, $U_{P1} = 53.500$, $z_{P1} = -4.548$, $p = .000$ $r_{P1} = .48$, with a small effect size for the first week, and for the remaining weeks $U_{P2} = 15.500$, $z_{P2} = -5.407$, $p = .000$ $r_{P2} = .57$, $U_{P3} = 9.500$, $z_{P3} = -5.545$, $p = .000$ $r_{P3} = .58$, $U_{P4} = 19.000$, $z_{P4} = -5.333$, $p = .000$ $r_{P4} = .56$, $U_{P5} = 2.000$, $z_{P5} = -5.743$, $p = .000$ $r_{P5} = .61$, $U_{P6} = 1.000$, $z_{P6} = -5.741$, $p = .000$ $r_{P6} = .61$, $U_{P7} = 1.000$, $z_{P7} = -5.744$, $p = .000$ $r_{P7} = .61$, $U_{P8} = 1.500$, $z_{P8} = -5.733$, $p = .000$ $r_{P8} = .60$, $U_{P9} = 3.000$, $z_{P9} = -5.705$, $p = .000$ $r_{P9} = .60$, $U_{P10} = .000$, $z_{P10} = -5.786$, $p = .000$ $r_{P10} = .61$, with a moderate effect size.

Data Analysis for the Research Question 7: Are there any achievement differences between the assessment of ICA in eighth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?. As a substitute to independent t-test in the parametric design, the Mann-Whitney U test was carried out here to examine if there would be any achievement

differences between the eighth-grade EFL classrooms where direct teaching and standard teaching of ICA development were applied. The descriptive statistics of the both groups were reflected in Table 45. Owing to the fact that the Mann-Whitney U test is used to test for differences between two independent groups on a continuous variable that could take on any reasonable value, a comparative analysis was employed pursuant to the achievement scores of the experimental and control groups over ten weeks in Table 46 (Pallant, 2010).

Table 45

Descriptive Statistics of the Eighth-Grade Experimental and Control Groups

Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
8E1	N	20	20	20	20	20	20	20	20	20	20
	SD	4.133	3.613	2.455	2.564	2.268	3.354	2.139	1.850	2.677	1.214
	Min	2	6	11	12	13	10	15	17	12	20
	Max	17	20	19	21	21	23	23	24	25	25
	Median	7.50	15.50	16.00	17.50	19.00	19.50	21.00	22.00	22.00	24.00
8C1	N	19	19	19	19	19	19	19	19	19	19
	SD	2.226	1.629	2.104	4.345	2.536	3.712	2.261	2.307	2.342	2.156
	Min	1	2	2	3	2	4	5	7	8	11
	Max	10	8	9	18	11	18	15	16	17	19
	Median	3.00	5.00	6.00	7.00	8.00	9.00	10.00	11.00	12.00	14.00

In Table 45, it was observed that the median scores of the eighth-grade experimental group ($Md_{P1} = 7.50$; $Md_{P2} = 15.50$; $Md_{P3} = 16.00$; $Md_{P4} = 17.50$; $Md_{P5} = 19.00$; $Md_{P6} = 19.50$; $Md_{P7} = 21.00$; $Md_{P8} = 22.00$; $Md_{P9} = 22.00$; $Md_{P10} = 24.00$, $n = 23$) were higher than those of the control group ($Md_{P1} = 3.00$; $Md_{P2} = 5.00$; $Md_{P3} = 6.00$; $Md_{P4} = 7.00$; $Md_{P5} = 8.00$; $Md_{P6} = 9.00$; $Md_{P7} = 10.00$; $Md_{P8} = 11.00$; $Md_{P9} = 12.00$; $Md_{P10} = 14.00$, $n = 22$) from the second week to tenth week.

Table 46*Mann-Whitney U Test Results between the Eighth-grade Experimental and Control**Groups*

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
U	75.000	5.500	.000	33.000	.000	19.500	.500	.000	10.500	.000
Mean										
8E1	25.75	29.23	29.50	27.85	29.50	28.53	29.48	29.50	28.98	29.50
Rank										
Sum										
of Ranks	515.00	584.50	590.00	557.00	590.00	570.50	589.50	590.00	579.50	590.00
Mean										
8C1	13.95	10.29	10.00	11.74	10.00	11.03	10.03	10.00	10.55	10.00
Rank										
Sum										
of Ranks	265.00	195.50	190.00	223.00	190.00	209.50	190.50	190.00	200.50	190.00
Z	-3.251	-5.205	-5.354	-4.428	-5.352	-4.806	-5.343	-5.356	-5.064	-5.388
Asymp.										
Sig.	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000
(2-tailed)										

Since it was found that there was a statistically significant difference between the two groups throughout the weeks, median values of both groups were also depicted above with the aim of reporting the orientation of the difference in respect to detecting which group was higher (Pallant, 2010). As for the interpretations of the findings in Table 46, the Mann-Whitney U test revealed a significant difference in the development of ICA between the eighth-grade experimental and control groups regarding the writing task scores on the ground of the portfolio-immersed online lessons across the ten weeks, $U_{P1} = 75.000$, $z_{P1} = -3.251$, $p = .001$, $r_{P1} = .37$, with a small effect size for the first week, and for the remaining weeks $U_{P2} = 5.500$, $z_{P2} = -5.205$, $p = .000$, $r_{P2} = .59$, $U_{P3} = .000$, $z_{P3} = -5.354$, $p = .000$, $r_{P3} = .61$, $U_{P4} = 33.000$, $z_{P4} = -4.428$, $p = .000$, $r_{P4} = .50$, $U_{P5} = .000$, $z_{P5} = -5.352$, $p = .000$, $r_{P5} = .61$, $U_{P6} = 19.500$, $z_{P6} = -4.806$, $p = .000$, $r_{P6} = .54$, $U_{P7} = .500$, $z_{P7} =$

-5.343, $p = .000$, $r_{P7} = .61$, $U_{P8} = .000$, $z_{P8} = -5.356$, $p = .000$, $r_{P8} = .61$, $U_{P9} = 10.500$, $z_{P9} = -5.064$, $p = .000$, $r_{P9} = .57$, $U_{P10} = .000$, $z_{P10} = -5.388$, $p = .000$, $r_{P10} = .61$, with a moderate effect size. Besides the median values that supported the evidence, it was unveiled that there was a statistical difference between-groups across the ten weeks in favor of the eighth-grade experimental group.

Data Analysis for the Research Question 8: Are there any achievement differences between the assessment of ICA in sixth-grade and eighth-grade EFL classrooms where portfolio-immersed lessons are implemented? If so, to what extent? As an option to independent t-test in the parametric design, the Mann-Whitney U test was carried out here to analyze whether there would be any achievement differences between the sixth-grade and eighth-grade EFL classrooms where direct teaching of ICA development was applied. The descriptive statistics of the both groups were exhibited in Table 47. Because of the fact that the Mann-Whitney U Test was employed to test for differences between two independent groups on a continuous scale, a comparative analysis was fulfilled in the light of the yielded achievement scores pertaining to the two experimental groups over ten weeks in Table 48 (Pallant, 2010).

Table 47

Descriptive Statistics of the Sixth and Eighth-Grade Experimental Groups

Groups		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
	N	23	23	23	23	23	23	23	23	23	23
	SD	3.069	3.175	2.694	2.361	2.214	2.191	2.212	2.254	1.858	1.347
6E1	Min	2	8	10	12	12	15	16	17	18	21
	Max	14	18	19	20	20	23	24	24	25	25
	Median	9.00	13.00	15.00	16.00	16.00	19.00	20.00	20.00	22.00	24.00
	N	20	20	20	20	20	20	20	20	20	20
8E1	SD	4.133	3.613	2.455	2.564	2.268	3.354	2.139	1.850	2.677	1.214
	Min	2	6	11	12	13	10	15	17	12	20

Max	17	20	19	21	21	23	23	24	25	25
Median	7.50	15.50	16.00	17.50	19.00	19.50	21.00	22.00	22.00	24.00

In Table 47, it is viewed that the median scores of the sixth-grade experimental group in the first, ninth and tenth week ($Md_{P1} = 9.00$; $Md_{P9} = 22.00$; $Md_{P10} = 24.00$, $n = 23$) were higher than those of the eighth-grade experimental group ($Md_{P1} = 7.50$; $Md_{P9} = 22.00$; $Md_{P10} = 24.00$, $n = 20$). However, it was displayed that the median scores of the eighth-grade experimental group in the remaining weeks, from the second week to the eighth week ($Md_{P2} = 15.50$; $Md_{P3} = 16.00$; $Md_{P4} = 17.50$; $Md_{P5} = 19.00$; $Md_{P6} = 19.50$; $Md_{P7} = 21.00$; $Md_{P8} = 22.00$, $n = 20$) were higher than those of the sixth-grade experimental group ($Md_{P2} = 13.00$; $Md_{P3} = 15.00$; $Md_{P4} = 16.00$; $Md_{P5} = 16.00$; $Md_{P6} = 19.00$; $Md_{P7} = 20.00$; $Md_{P8} = 20.00$, $n = 23$).

Table 48

Mann-Whitney U Test Results between the Sixth and Eighth-Grade Experimental Groups

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
U	188.000	146.500	166.500	179.000	147.500	196.000	171.000	171.000	216.000	214.500
Mean Rank	23.83	18.37	19.24	19.78	18.41	20.52	19.43	19.43	21.39	21.33
Sum of Ranks	548.00	422.50	542.50	455.00	423.50	472.00	447.00	447.00	492.00	490.50
Mean Rank	19.90	26.18	25.18	24.55	26.13	23.70	24.95	24.95	22.70	22.78
Sum of Ranks	398.00	523.50	503.50	491.00	522.50	474.00	499.00	499.00	454.00	455.50
Z	-1.027	-2.044	-1.557	-1.251	-2.040	-.836	-1.455	-1.455	-.347	-.398
Asymp. Sig. (2-tailed)	.304	.041	.119	.211	.041	.403	.146	.146	.728	.691

Since it was uncovered that there was a statistically significant difference between the two groups throughout the weeks, median values of both groups were also provided above with the intention of describing the direction of the difference in terms of deciding which group was higher (Pallant, 2010). In respect to the interpretations of the results in Table 48, the Mann-Whitney U test ascertained a statistically significant difference in the development of ICA between the sixth and eighth-grade experimental groups regarding the writing task scores based on the portfolio-immersed online lessons in the second and fifth weeks ($p < .05$), $U_{P2} = 146.500$, $z_{P2} = -2.044$, $p = .041$, $r_{P2} = .22$; $U_{P5} = 147.500$, $z_{P5} = -2.040$, $p = .041$, $r_{P5} = .22$, with a small effect size. Together with the median values that supported the evidence, it was demonstrated that there was a statistical difference between-groups in favor of the eighth-grade experimental group solely for the second and fifth week.

Inter- and Intra-Rater Reliability of the Scoring Procedures

The inter- and intra-rater reliability demonstrate how and to what extent the assessment procedure was exerted by the raters in themselves and between themselves. As concerns the inter-rater reliability of scoring, results from the investigations searching for intra-rater reliability pointed out that rubrics seem to help raters obtain high internal consistency in scoring performance tasks (Jonsson & Svingby, 2007). Nonetheless, Jonsson and Svingby (2007) also stated that reliability is not a requirement for validity in classroom assessments, thus enabling the decisions made could be altered for a better assessment. It is presumed that percent agreement does pay regard to the chance and overestimate the level of agreement. Henceforth, the operation for the intra-class correlation, which is corresponding to Pearson product-moment correlation coefficient, was computed in order to uncover the measure of agreement between raters in this inquiry through inter-rater reliability by using SPSS 22.0 concerning Cronbach's alpha level illustrated in Table 49.

Table 49

Intra-Class Correlation of Inter-Rater Reliability between the Raters for the Sixth- and Eighth-Grade Experimental and Control Groups regarding the First Assessment

	Intra-Class Correlation Coefficient	
	N	Cronbach's alpha
6E1R1*R2*	23	.935
6C1R1*R2*	22	.882
8E1R1*R2*	20	.912
8C2R1*R2	19	.853

R1*: Rater 1
R2*: Rater 2

It is crucial to reckon the degree of inter-rater reliability, as this value has significant implications for the validity in the study results. Stemler (2004) indicated that Cronbach's alpha coefficient is a useful measure of internal consistency and reliability in understanding the extent to which ratings from a group of judges hold together with the aim of measuring a common dimension. As Barrett (2001) noted, an alpha internal consistency coefficient of < 0.70 is considered unacceptable for consistency estimates of inter-rater reliability when the researcher deals with continuous data. This means values greater than 0.70 are typically acceptable. In order to achieve more reliable achievement scores through examining the research questions of the study, two-times assessment was performed. In the first assessment procedure, the highest value reliability was obtained by the two raters' rating procedures for the sixth-grade experimental group as viewed in Table 49 ($r_{6E1} = .935$, $\alpha > .70$) where the excellent reliability was yielded. Likewise, another excellent reliability was provided by the two raters' rating procedures for the eighth-grade experimental group ($r_{8E2} = .912$, $\alpha > .70$). The good reliability was attained for the sixth- and eighth-grade control groups as well ($r_{6C1} = .882$, $\alpha > .70$; $r_{6C2} = .853$, $\alpha > .70$). In this regard, it was consistently noted that a considerably acceptable reliability was provided for both groups by both raters (Koo & Li, 2016).

Table 50

Intra-Class Correlation of Inter-Rater Reliability between the Raters for the Sixth- and Eighth-Grade Experimental and Control Groups regarding the Second Assessment

	Intra-Class Correlation Coefficient	
	N	Cronbach's alpha
6E1R1*R2*	23	.934
6C1R1*R2*	22	.879
8E1R1*R2*	20	.917
8C2R1*R2	19	.834

R1*: Rater 1
R2*: Rater 2

Subsequently, in order to reveal the degree of agreement between the two raters in themselves this time, the procedure for intra-class correlation measure of agreement that is equivalent to Pearson product-moment correlation coefficient was performed in relation to intra-rater reliability through SPSS 22.0 by considering Cronbach's alpha level ($\alpha > .70$). The two-times scoring procedures by two raters also yielded internal validity of the current study by the help of the time slots, which encompasses the ten weeks of implementation. Two-times scoring also increases the validity through the experimental and control group study design. Following a month gap between the two rating sessions, the earlier assessment was compared with the latter by the researcher. In the second assessment procedure, the highest value reliability was operated by the two raters' rating procedures for the sixth-grade experimental group in which the excellent reliability was supplied ($r_{6E1} = .934$, $\alpha > .70$). Besides, another excellent reliability was obtained by the two raters' rating procedures for the eighth experimental group ($r_{8E2} = .917$, $\alpha > .70$). The good reliability was yielded for the sixth- and eighth-grade control groups as well ($r_{6C1} = .879$, $\alpha > .70$; $r_{6C2} = .834$, $\alpha > .70$). In this vein, it was tracked that a considerably acceptable reliability was attained for both groups by both raters through the second overview of the written assignments of the participants (Koo & Li, 2016). The results can

be seen in Table 50 for the experimental and control groups, which displays the reliability degree of the assigned scores by the Rater 1 in rapport with Rater 2.

Table 51

Intra-Class Correlation of Intra-Rater Reliability of Rater 1 for the Sixth- and Eighth-Grade Experimental and Control Groups regarding the First and Second Assessment

	Intra-Class Correlation Coefficient	
	N	Cronbach's alpha
6E1R1*	23	.952
6C1R1*	22	.944
8E1R1*	20	.908
8C2R1*	19	.848

R1*: Rater 1

In the sequel of a month-gap between the two rating sessions, the results could be seen in Table 51 for the sixth- and eighth grade experimental and control groups, which illustrates the reliability degree of the given scores by solely the Rater 1 (East, 2009). In Table 51, intra-rater reliability of Rater 1, who is the researcher of the study, concerning the first and second assessment for all four groups was computed. It was clarified that the degree of an excellent reliability was realized in the first and second assessment of Rater 1 for the sixth-grade experimental and control groups, and eighth-grade experimental group ($r_{6E1} = .952$, $r_{6C1} = .944$; $r_{8E1} = .908$ $\alpha > .70$). Likewise, a good reliability was performed for the eighth-grade control group ($r_{8E2} = .848$, $\alpha > .70$). As a consequence, a considerably high degree of relationship concerning the assessment procedures for all four groups was yielded by Rater 1 (Ekmekçi, 1999). If the reliability came in view low, then an inference would be made that the assessment rubric itself might be at fault, or the rater, or both (Barrett, 2001). Yet, the findings in this study depicted the opposite, which is also expected by the researcher.

Table 52

Intra-Class Correlation of Intra-Rater Reliability of Rater 2 for the Sixth- and Eighth-Grade Experimental and Control Groups regarding the First and Second Assessment

	Intra-class Correlation Coefficient	
	N	Cronbach's alpha
6E1R2*	23	.990
6C1R2*	22	.947
8E1R2*	20	.979
8C2R2*	19	.976

R2*: Rater 2

In pursuit of a month-slot between the two rating sessions, the results could be viewed in Table 52 for the sixth- and eighth experimental and control groups, which shows the reliability degree of the assigned scores by only the Rater 2 (East, 2009). In Table 52, intra-rater reliability of Rater 2, who has had eight-year-professional experience in the field came to these rating sessions, was calculated concerning the first and second assessment for all four groups (East, 2009). It could be mentioned that the degree of an excellent reliability was performed in the first and second assessment of Rater 2 for the sixth- and eighth-grade experimental and control groups ($r_{6E1} = .990$; $r_{6C1} = .947$; $r_{8E1} = .979$; $r_{8C2} = .976$, $\alpha > .70$). As a result, a considerably high degree of relationship regarding the assessment procedures for all four groups was yielded by Rater 2 (Ekmekçi, 1999). In sum, this study presents almost perfect level of inter-rater and intra-rater reliability for the achievement scores assigned by both the Rater 1 and Rater 2 (Holmefur, Krumlinde-Sundholm & Eliasson, 2007).

Conclusion

This part hinged upon on the research questions and the documentary and statistical analysis of the volunteer respondents' answers. The first research question sought to uncover the effective ways of developing ICA development that should be

applied by secondary EFL learners. In order to unveil the answers of this research question, semi-structured interviews were conducted with the volunteer student participants in the sixth- and eighth-grade experimental groups who experienced the implementation phase of the applied online lessons in this investigation. The second research question tried to uncover the ways of effective culture teaching that ought to be applied by secondary EFL teachers. In order to reveal the answers of this research question, semi-structured interviews were administered with the volunteer teacher participants that worked in the same region from seven secondary schools in this study. Henceforth, these first and second research questions deal with the qualitative analysis of the current investigation.

Starting from the third to eighth research question, the quantitative analysis was involved by the researcher. The third research question deals with seeking to what extent the portfolio-based writing assessment was successful for secondary EFL learners' ICA development based on descriptive analysis, first. Next, by revealing the assessment of achievement scores on a weekly basis, each group was evaluated in itself with the points assigned to the written paragraphs week by week. In the light of the statistical analyses, the fourth and fifth research question pursued to uncover the assessment of sixth- and eighth-grade experimental groups' achievement scores within themselves in all ten weeks, respectively. In this instance, each group was evaluated in itself with the points given to their writing assignments in order to see whether there was any development of students' ICA in writing sessions of secondary EFL classrooms over ten weeks.

In the sixth and seventh research question, a comparative analysis was performed based on the median values of the sixth- and eighth-grade experimental and control groups throughout ten weeks to examine whether there were any achievement differences between secondary EFL classrooms where direct teaching and standard teaching of culture were conducted, separately. The eighth research question dealt with the comparative analysis based on the median values of the sixth and eighth-grade

experimental groups all over ten weeks to search for whether there were any achievement differences between secondary EFL classrooms in which direct teaching of portfolio-based ICA development lessons were implemented. Lastly, inter-rater and intra-rater reliability of the scoring procedures were run with the aim of attaining more reliable and valid results for the current study.

Discussion of the Findings of the Qualitative and Quantitative Data

Research Question 1: How should writing-based portfolios be implemented in raising Intercultural Awareness by secondary EFL learners?

Since the semi-structured interviews whose questions are adapted and reprepared by the researcher is to be organized with among volunteer sixth and eighth-grade experimental group students, the first research question is dealt with qualitative content analysis. Through reflections of volunteer experimental group participant students, the effectiveness and weaknesses of the implementation of intercultural writing lessons on a portfolio basis could be analyzed qualitatively. Based on ten interview questions posed by the researcher to the volunteer participant students in experimental groups, the interviewees have commented on their experiences regarding ten-week-implementation of direct culture teaching in pre-writing phases of the lessons. In this vein, the prominent results have been assumed to be discussed and divided into appropriate sub-themes excerpted from the interview questions. It is observed by the researcher that the participant students' perspectives on the implementation of portfolio-based writing assessment are on the side of improving both their writing skills and developing ICA of the young EFL learners.

In the first instance, the interviewees have illustrated that culture is defined as traditional and unique similarities shared within a country at both national and international level with representing *small c* patterns from daily life such as values, beliefs, attitudes and behaviors and *big C* patterns from scientific and aesthetic aspects such as literature,

art, history and geography. The concept of this illustration is remarkably in accordance with the previous studies in which it was mentioned elaborately such as Lessard-Clouston (1997), Thanasoulas (2001), Genç and Bada (2005), Çakır (2006), Ho (2009), Palmer (2015), and Guechi and Krishnasamy (2020) because of the fact that the defining issue of culture is predominantly viewed as a loop that never remains stable but perpetually evolves and prospers.

In the initial step, five out of 32 students reported that they have been abroad so far, which only consists of a slight part of the interviewees (16%). It was understood that those who have been on abroad either migrated from their homeland such as Iraq and Afghanistan to Türkiye, that is why, they naturally had been on abroad, or they have gone abroad such as Ukraine for touristic purposes to visit the related foreign country. However, majority of the students were in favor of realizing abroad experience that 24 of 32 interview participants had not travelled to any foreign country but were willing to do so (75%) to which the target language is spoken either as a home language such as the United States and the United Kingdom or to which they wish to go to the countries which awaken their interests such as Germany, Korea and France for various reasons such as touristic, educational, residual or professional development purposes in the forthcoming years. This view was also supported by the results of Freed (1995)'s and Rivers (1998)'s studies in which the participants perceived the cultural and personal experience in a positive manner in addition to the increased aptitude of target language gain throughout the time of their temporary stay abroad. Consequently, the fact that the participants touched upon various countries with their eagerness to visit them and their current abroad experience belonging to whom were able to do so displays their curiosity and openness towards adapting to cultural diversity and multiculturalism on an international sense.

The interviewees have focused on viewpoints that intercultural awareness refers to evaluating self-awareness, broadening cultural viewpoints, identifying cross-cultural and intercultural similarities and differences. Beyond solely producing or comprehending the

foreign language learnt, it takes the learner to more advanced level in terms of using the language more self-confidently, thereby understanding the way of behavioral styles belonging to the specific communities and perceiving the actions that its people perform how and why. The concept of this illustration is markedly in accordance with the previous studies in which it was defined as the awareness of one's own cultural identity, values, beliefs, the knowledge and acceptance of other's cultures, and it was mentioned elaborately in Norton (1997), Vickov (2007) and Alfarhan (2016) since the defining issue of intercultural awareness is mostly viewed as a key term for equality, diversity and inclusion with more cultural connection and culture bumps with less cultural conflict (Archer & Nickson, 2012).

In pursuit of these three general questions with respect to being familiarized with the interviewees' background knowledge and experiences regarding the culture and countries, they were posed to the fourth question which is about the profits they have experienced after direct teaching of culture over the writing lessons. The interviewee participants were also asked to share their ideas about which advantages they took from explicit teaching of culture throughout their EFL writing sessions. Based on all the comments made, the positive sides of the student experiences regarding the implementation phases of the current study were examined. The interviewees reflected that this ten-week-implementation process catered for them in (a) enhancing their general knowledge about both their home culture and other cultures, (b) improving their writing skills starting from jotting down a sentence to paragraph, (c) altering their way of understanding practicality in respect to the appropriate language use depending on the circumstances and environment they are in, (d) and developing their additional language skills and domains which consists of other three basic language skills as speaking, reading and listening and language domains as vocabulary, grammar and pronunciation. This finding is congruent with the results of Su (2008)'s ethnographic interview-based study. Su (2008) advocates that participating in the ethnographic interviews could not only

provide learners with gaining insights into target language countries and their cultures by increasing their self-realization and confidence in using English, but also the development of cross-cultural awareness and communication skills. This corroborates with the notion of interviews as an effective way of facilitating intercultural communication and understanding. By the same token, it is asserted that attaining culture teaching can be able to raise students' sensitivity towards making use of cultural knowledge appropriately. Henceforth, students' and teachers' reflections upon uncovering the important role of teaching and learning culture in the Turkish context are highlighted.

The fifth interview item was about what kind of topics the participant students have written in their weekly written tasks. The majority of the interviewees stated that they mentioned about the features of global cultures they have either experienced or learnt about them after searching for them and local cultures they have lived or witnessed in Türkiye, affiliated topics with units they have learnt at school, and general-to-specific patterns of culture representations with a-top-to-down approach. The students expressed that they mostly wrote about what they had been going through everyday life and what aroused their interests in a variety of fields such as sports, movies, music from international cultures. This implies that the topics to be handled in order to teach the target language should be presented in the contexts which are extracted from both the local cultures that learners are experiencing and global cultures that learners are getting knowledgeable about (Çakır, 2006; Guechi & Krishnasmy, 2016). In this manner, Guechi and Krishnasmy (2016) advocates that learners are likely to enhance the connection between their own culture with other cultures by comparison and contrast through embedded cultural content in EFL lessons, which also raises learners' faculty of critical cultural awareness.

As for the sixth interview question, it centers upon the difficulties they have encountered while integrating culture-loaded information into their written performance. The recurring topics about difficulties they dealt with writing their assignments are that (a)

the unilateral translation problem of the edited draft they wrote from L1 to EFL, (b) their limited amount in repertoire of words in EFL that establish a connection between their home and target culture, (c) incompetency at forming syntactically, morphologically and semantically appropriate sentences, (d) struggling with finding suitable writing content in a given cultural context. Therefore, it entails learners to get to know the other cultures more closely as much as possible, which is solely possible through improving their cultural knowledge background via their teachers' guidance and their own efforts. In this regard, they could use socially-appropriate linguistic functions in any circumstances. Here is the chief core to enable learners to interpret linguistic codes and language behaviors from a cultural perspective and embody these self-perceiving comments into their linguistic and cultural performance in sync under the scope of the Performed Culture Approach (Chen, 2017; Walker & Noda, 2000; Zhao, 2021). Besides, some student-originated solutions against the obstacles during writing process were also proposed such as following the online lessons synchronously with the expected writing topic to be written, keeping a newly-learnt vocabulary agenda, which was mentioned as *vocbook* in interviews, using dictionaries, watching informative videos, reading articles, reviewing sample paragraphs in the blogs on the Internet, getting teacher- and peer- feedback for the writing pieces they have created and editing the work in that respect before submission.

The seventh interview question posed by the researcher is pertinent to the ways of developing target culture awareness the EFL teacher used in the classroom. They compromised that a wide array of culture-related materials was used by the teacher-researcher. They also mentioned about the oral discussion parts concerning some cross- and intercultural differences and similarities were carried out in a friendly-speaking mood. This finding is consistent with Yurtsever and Özel (2021)'s study since they have highlighted that students might feel alienated or a lack of interest if some activities which are suitable for discussion go unnoticed during lessons. In addition, the participants also indicated that their EFL teacher drew attention to the language items as socially-cultural

functions regarding how to use in daily life situations through applied simulations by giving sample examples such as greeting styles regarding different age groups in Türkiye and appropriate phone call slots for various communicative aims customer-customer representative and doctor-patient interactions across different cultures alike, which they found quite practical and effective.

All of the students reflected the ways that they had observed their EFL teacher used throughout and out of the online lesson durations. The iterative points that student interviewees surmounted were that (a) the instructor's display of sensitivity and emphasis over not only cross-cultural features but also intercultural characteristics in and out of the online lessons, (b) utilization of distance education facilities such as computer-based technological tools and mobile applications, textual, visual and audio-visual teaching materials as educational resources, (c) teacher-oriented exposition of world cultures, (d) boost of self- and peer correction through teacher formative feedback given to student writing performances, (e) trigger of improving both language skills such as writing, reading and viewing through sample writing practices and language domains such as vocabulary through exercises and keeping a vocabulary agenda, (f) indication of extra-curricular listening, reading and viewing input by after-online lesson follow-ups, (g) organization of student-oriented oral discussions during online lessons, (h) practitioner's sharing of personal abroad experiences that creates a mutual intimacy bond between teacher and students, (i) inclusion of the cues of NVC into verbal interactions, (j) implementation of top-down approach for culture teaching from general to specific details. This finding is congruent with Baker (2015)'s study regarding the importance of teacher agency on a more dynamic and flexible relationships with a multicultural ELT approach.

The eighth interview question asked by the researcher is related to the interviewees' opinions about whether or not they think being informed about other cultures is important. All of the students were on the same mind on the importance of being informed about other cultures regarding the benefits of being a culturally-aware individual

and contributions into their being a well-rounded person, which is in accord with the assertion of why ICA development be integrated into EFL writing sessions. What the interviewees have emphasized is that being informed about other cultures makes home culture and intercultural awareness possible, which also gives an opportunity of boosting cultural sensitivity and cultural empathy through learning essential survival and problem-solving skills while on abroad. Another set of interviewees' beliefs centers upon being a global citizen on the way of educational, touristic and living abroad intentions, thereby making cultural adaptation to a foreign cultural environment much easier by the help of maintaining meaningful interaction and intelligible communication. Henceforth, recognizing the culturally-rich word chunks in given social contexts reflecting the highly possible real-life situations to be encountered is of vital importance in being unbiased against other cultures and their languages. Byram (1997a) put forward the similar notes with the present study that integrating culture into language lessons engenders expanding vocabulary repertoire through use in a specific given context since the essence of understanding the cultural content of the words lays in their meanings and connotations. In a similar line, Canga Alonso (2017) and Oktan and Kaymakamoğlu (2017) discussed on the cruciality of vocabulary enrichment and cultural knowledge that cultural topics are chiefly comprised of refined elements on the word level that could catch learners' attention and encourage them to use these language items further in organizing an effective conversation or written report.

The ninth interview question directed by the researcher demonstrates that all the interviewees compromised on the idea of usefulness at the ways of developing ICA used by their EFL teacher since this form a motivating life-long learning atmosphere by enhancing world knowledge and language and communication skills at the same time. In addition, one's tracking their own progress through portfolio-based writing assignments and better recalling the knowledge they have learned through the spiral cultural topics are among the results of the current investigation, which increases their eagerness to be more

efficient in the use of target language. The findings of Liu and Shi (2007)'s inquiry substantiates the widely-stated opinion among the interviewees that their EFL teacher used a wide variety of teaching techniques, materials and cultural themes appealing to the interests of different learner types. As Alharbi (2017) debated over the eclectic methods in teaching writing, FL teachers should pay regard to their learners' language proficiency levels and their communicative requirements while involving culture-integrated language lessons since no unique best method has currently been available in teaching and learning procedures.

As regards the tenth interview item, it displays a quite majority of the students' alliance on the notion that being informed about target culture, which are the cultures where English as a main medium for interaction is widely used, and the other cultures where English is used as a subsidiary medium for communication, is a necessity while learning the target language (94%). In these terms, it is noteworthy that learning about target culture and other cultures in addition to the target language comprises a ground for enriched both domestic and global real-life experiences such as having overseas travelling, staying and living abroad, and getting a well-equipped job position within both inland and outland work industry owing to the marked accuracy and fluency in target language use. Another salient point among the opinions of the interviewees is that starting to learn English from an early age simplifies the foreign language acquisition and getting acquainted with other cultures in addition to the target culture could make the process of acquisition even more than one foreign language much easier, which also paves the way for being a general cultured individual who has a world view on being open to linguistic and cultural diversity. The obtained point here emphasizes that learning the target language brings about the inevitable ending of learning about the target culture and other cultures where the target language is used as a main and inescapable medium of instruction and communication among interactants. On that account, Reid (2010) lays

stress on her study that this enables the people who speak another language and live in another culture to be understood and to respect other values.

In addition to this aspect, learning the target culture, its country and its people of the target language they speak could get the learners more comfortable during the target language use. The other point that the interviewee students stated that the warm-up process towards both target culture and other cultures be systematically implemented at schools, which enables them to be set to adapt the cultural alterations before they go to the host countries. By having the learners save time, this cultural readiness aids them in overcoming the potential risk of culture shock with ease (Adler, 1975). As a matter of fact, the uneasiness that the sojourners encounter is mostly due to their paucity regarding the demanded interpersonal and intercultural skills through which they can be able to negotiate competently in particular social situations (Furnham & Bochner, 1982). Thus, teaching culture stands its ground in the global arena of EFL teaching as a hotly-debated issue, albeit the need for further research in literature to unpack this matter.

Research Question 2: How should writing-based portfolios be implemented in raising Intercultural Awareness by secondary EFL teachers?

Since the semi-structured interviews whose questions have been prepared by the researcher are to be organized with secondary EFL teachers who are working for similar venue schools in terms of socio-economic status of the students, the second research question is also handled through qualitative content analysis. Through reflections of participant secondary school EFL teachers, the effectiveness and weaknesses of the implementation of raising ICA in writing lessons on a portfolio basis are scheduled to be analyzed qualitatively. In this regard, the prominent results are discussed and divided into appropriate sub-themes and codes. What has emerged here is that the secondary EFL teachers have a constructive point of view about the implementation of portfolio-based writing assessment in enhancing both their students' writing skills and developing their ICA by shedding light on the efficacy of EFL teachers regarding teaching and assessing

culture. In addition, the weaknesses and potential incompetencies regarding teacher agency in culture teaching are also reflected by the interviewees.

In the first instance, all of the participants have demonstrated their own descriptions of culture from various perspectives. It has been illustrated that culture is described as the mixed and holistic nature of spiritual and material senses in life evolving in traditional loops in a national league of its own, so to speak. By the spiritual term, abstract concepts such as religion, philosophy, art, thoughts and feelings are meant while material term refers to concrete items such as monuments, tools, dishes and garments. The notion of this interpretation is parallel to the earlier inquiries that it was handled neatly such as Devrim and Bayyurt (2010), Morganna, Sumardi and Tarjana (2018) and Quyen (2019) 's studies because of the fact that identifying culture as a term is principally considered as a proceeding and hence unfolding conceptualization.

Secondly, it has been uncovered that the majority of the participant secondary EFL teachers have the abroad experience with either touristic, educational or spouse-related reasons as sub-sectioned answers for this enquiry (57%) whereas the remaining interviewees have expressed their eagerness to experience abroad for enhancing their professional development in addition to touristic and educational purposes (%43). In this regard, based on the respondents' positive attitude towards abroad experience displays the importance of English in mobilization on a global scale. As stated in the studies carried out before (Igawa, 2014; Wang, D., 2014; Zhao & Mantero, 2018), NNES teachers who stayed abroad has gained the sense of security by feelings assured thanks to the experience they gained even with a small amount of abroad exposure; in accordance, unlike their counterparts who has not possessed the abroad experience, they tended to rate their level of language proficiency and self-confidence higher as the amount of abroad exposure increased progressively. Among the participants who were as the overseas experience-holders of the current study such as R6 and R8, it was also understood that they went through study abroad programs at their high school and

university study periods. Therefore, it seems that they could go beyond enhancing not only their language proficiency but their intercultural competences through study abroad programs such as European Union projects or in-service exchange workshops. Likewise, Frederiksen (2014) supported this claim by the findings that they could strengthen their knowledge of the local language and culture, which are commonly associated with the weaknesses encountered among EFL educators.

When it comes to the narratives of the third interview item delivered by the teacher participants, it seems that all of the responses given basically has reflected the mosaic nature for the notion of intercultural awareness from the teacher perspective. The associations made and the definitions obtained display that ICA refers to spotting the similarities and differences within and across cultures both in a national and international scale without any sense of prejudice, thereby being the primary core for reaching ICC. This conceptual framework put forward by the interviewees is substantially in line with the previous pieces of research in which ICA was elaborately explicated such as Chen and Starosta (1998), Deardorff (2008), Field (2010) and Baker (2012, 2015) since the interviewees have compromised that ICA refers to the recognition of multilingual and multicultural settings of English use and understanding dynamic sociocultural settings in particular contexts in addition to native-speaker countries such as the USA and UK and their associated sociocultural norms.

With the alignment in having immigrant / foreign students in their classrooms, the current study displays the participant EFL teachers' ways of both implementations about these learners' integration processes of their cultural experiences and backgrounds into the English lessons, from one hand (57%). The results also unfold the reasons for the inefficacy of the integration process, on the other hand (43%). In terms of the practices of foreign / immigrant student inclusiveness, the ways of implementation process have been founded as (a) posing verbal questions and obtaining answers through conversations for the exposure of cultural experiences; (b) planning atmospheric terms appropriate for

sitting arrangements such as L1-L2 and L2-L2 speaking students through peer-tutoring; (c) assigning duty to students as interlanguage translators of L1, from L1 to L2, L2 to L1, and L3 to L2; (d) providing follow-up study time slots for learning Turkish for immigrant students in relation to school immigration policies such as by establishing student affairs or parental guidance offices at school. In this way, encompassing both Turkish, English, Arabic and other foreign languages, if so, could be encompassed in learning processes and cultural experiences under the term of language inclusiveness, albeit the socio-economic segregation of immigrant populations ensuing cycles of poverty and unemployment (Borroni, Phair & Piacentini, 2020). This series of result chains corroborate with those of Smythe (2020) and Burner and Carlsen (2022) in which how bilingualism, plurilingualism and language-of-schooling acquisition supported by the Council of Europe's promotion of languages in education and the project *Guide for the Development of Language Education Policies in Europe: From Diversity to Plurilingual Education* (2007) should be carried out were uncovered. Guerra, Cavalheiro and Pereira (2022) and Burner and Carlsen (2022) also reported that language, in this sense, is a primary communication tool enabling multilingual participation between the cultural worlds and promoting teacher training opportunities and learner competencies building upon the diversity should be at the heart of future policy direction for the educational success of both native speaker and immigrant children. Accordingly, Ponte and Guarin (2021) advocated that a wider representation of international cultures would be a focal point on learners' vocabulary input despite the lack of evidence of the cultural identity of the immigrant learners in the school materials.

By contrast, it has also been reflected that the reasons for the failure at incorporating the cultural perspectives of these students into EFL lessons are (a) foreign / immigrant students' lack of a good quantity of mutual understanding through two-way language use; (b) insufficient ambient terms and limited time of instruction for inclusion; (c) foreign / immigrant students' lack of proficiency at Turkish as L2; (d) need for one-to-

one connection with foreign / immigrant students and their parents, and (e) avoiding from discrimination against foreign / immigrant students by preferred unintegration mode. These findings have concurred with the results enunciated by Gunderson (2017) since the lowering of students' achievement and their tendency not to graduate from secondary school stems from this unmixed diversity. Karanja (2007) and Stromquist (2012) also pointed out that the limited EFL support in materials such as textbooks and services available at school posed challenges to both their understanding of curriculum content and psychological adjustment of these students, which also led to dropping out of school and not continuing upper levels of education.

Consistent with the literature, the participant secondary EFL teachers agreed upon the importance of mentioning about other cultures while teaching English in writing sections (86%), thus (a) promoting writing skills development together with ICA as the fifth skill; (b) nurturing student personal development; (c) adapting oneself into ELF as a whole language on the way to being a global citizen; and (d) bestowing teacher agency by building self-motivation. Not only in writing classes, but also in all other language skills, the mediation of cultural representations and images initiates the appreciation of the target language through the lens of the 'otherness' (Silvia & Guerin, 2017). In this manner, both native speaker of Turkish students learning English as L2 and foreign / immigrant students learning English as L3 can develop their literacy and simplify cultural adaptation processes by underlining cultural sensitivity where EFL teachers can turn learners' contradictory feelings toward the other cultures into positive outlook (Türkan & Çelik, 2007; Luk, 2012).

From a wider perspective, the findings germane to the challenges faced by secondary EFL teachers throughout integrating culture into their language skills teaching practices corroborates with those of Baltacı and Tanış (2018), who administered a comprehensive questionnaire with 40 participant pre-service and in-service teachers regarding perceptions culture in their implementations. The major problems addressed in

this study were depicted as teachers' limited time allotted for teaching culture restricted by the curriculum in addition to the dominant reference to the inner circle countries such as US and UK in textbooks. Among the confrontations stated by the teachers in the current study (86%), it was listed as (a) teacher and student unfamiliarity with other cultures; (b) deficient cultural content in materials and activity deployment shaped by the curriculum; (c) restricted time of instruction for culture; (d) being incapable of internalization and creating a *third place* regarding other cultures due to external and internal factors such as feeling strange towards the *other* and lack of general knowledge for transmission of cultural information; (e) intricacy at reciprocal interaction among teacher-student-parent cycle due to the lack of language proficiency; (f) scant use of various multimodal and multisensory style materials and learning activities; (g) teachers' nuances in making two-way translation because of cultural differences; and (h) learners' state-of-forming negative prejudgment towards other cultures during comparative studies. In order to milden the effects of challenges experienced, these findings are in line with discussions in the articles of Choudhury (2013) and Baltacı and Tanış (2018) that teachers should make use of not only coursebooks but also authentic materials while integrating culture into their teaching, so that ICC can be viewed as not much about knowledge but as about skills. Undoubtedly, planning, managing and choosing appropriate material to avoid stereotyping, ridicule and bullying is of utmost importance here (Burner & Carlsen, 2022).

From a closer look for this time, the findings concerning the challenges faced by secondary EFL teachers throughout merging culture into their writing skills teaching practices (86%) are (a) students' lack of background knowledge, demanded research skills and inner enthusiasm for further research about other cultures; (b) one-way translation from English to Turkish and its localization problems in corresponding with the home culture; (c) low level of English language literacy especially in reading and writing skills; (d) teachers' attaining capacity for salient writing topics; (e) insufficient amount of cultural content in used materials such as in textbooks, and (f) students' inclination to

recognize cultural values from the national to international domain. These results are in rapport with that of Türkan and Çelik (2007) in which it was cautioned that relevant discussion activities should be designed at an intelligible level as learners might lose their interests in the content. In so doing, Alptekin (1993) pointed to encouraging visual literacy among learners in order to promote the learning process of cultural content. Hence, it is crucial for EFL teachers to donate students with high level of ICC in this era of technology, globalization, immigration and mass media (Choudhury, 2013; Baltacı & Tanış, 2018).

Following this, the next teacher interview findings reflected that the participants unanimously agreed upon the significance of being informed about other cultures. The highlighted findings concerning the grants of being knowledgeable about other cultures are presented as (a) an essential tool for maximizing world knowledge by forming a basis for ICA; (b) providing the connection of mutual intelligibility; (c) being the principle quality for personal development; (d) acting as a bridge of augmentation in developing language skill; (e) creating empathy towards linguistic and cultural diversity; (f) activating student participation in the English classes, (g) being a prerequisite for strengthening cultural instruction through interdisciplinary collaborations with history, geography, literature, arts, music, and so forth. Hong (2008) supported cultural mediation in instruction due to the fact that culture teaching along with language can help the potential misinterpretation be prevented. Likewise, Özüorçun (2014) advocated culture-assisted language instruction because of the fact that being knowledgeable about cultures increases ICA and paves the way for acquiring the fifth skill, which is ICC. In this regard, Sutyono, Maximilian and Ajeng (2023) indicated that information and communication technology-integrated (ICT hereafter) classroom activities can aid learners in coping with culture-shock during being exposed to actual global communication. For both perceiving cultural similarities and handling cultural differences, it is of utmost importance to shed light on the reasons why being aware about other cultures and being involved in the role of schooling have a place in identity formation in multicultural settings (Major, 2006).

As to the ninth teacher interview question, 12 of the interviewees compromised the idea that they found the ways of raising ICA useful (86%). These 12 teachers' comments merged that there were a variety of spheres for evaluating the techniques of ICA development as the exclusive personal wealth. The underpinning findings in relation to this part were noted as (a) use of written texts, audio-visual materials and multimedia technologies reflecting critical incidents which reflect the impacts of socio-economic knowledge on the effectiveness of interaction; (b) zooming in cultural similarities and differences through oral discussions; (c) display of sensitivity and respect to cultural diversity; (d) the strategy of reciprocal foreign language use in teacher-student interaction where the teacher as a interlocutor engages in speaking immigrant students' native language and the student steadily appears to start speaking the language of medium of instruction, which is English, and (e) performing out-of-school involvement in given assignments. These findings are congruent with Bandura (2011)'s study that she suggested teachers to get their students involved in projects dealing with "home and virtual ethnography requiring prior development of various research skills and attitudes" (p. 50). She also advocates that texts and visuals examine homogeneity of cultures and stereotypes, taboos, values, symbols and behavior enable students to construct knowledge individually (Bandura, 2011). By doing so, they can develop their autonomy and critical thinking skills and open their horizons by acting as 'cultural brokers' (Major, 2006). They can design their own materials or select from various publications during intercultural activities through developing students' cultural self-awareness. Sutiyono et al. (2023)'s study has also pointed out that education elements are still adapting to the transition period from online to hybrid learning in today's post-pandemic period; therefore, ICT usage might be practical to access interactive digital instructional materials, which makes a concession to the present study's qualitative data findings.

With regard to the last teacher interview item, the advantages emphasized about the necessity of teaching about other cultures in addition to the target language by 13

secondary EFL teachers (93%) were (a) maintaining multiculturalism by making use of EIL (Xu, 2013); (b) setting the scene for boosting self-development; (c) being an inextricable FL learning harmonized with language and culture; (d) raising students' motivation to learn English; (e) catering for the need of staying alive skills, so to speak, throughout interaction on abroad; and (f) profiting from international exchange programs for self- and vocational improvement for both students and teachers. Hilliker (2020)'s findings are in line with the current study in terms of teacher agency in which 20 participant teacher candidates in the US were paired with EFL students in Mexico taking a course to improve their spoken English in a higher education context. Connecting teacher candidates with students via teleconference made evident by teacher weekly journaling in this mentioned study that teacher candidates were positively affected by the experience of detecting student errors and help the EFL students to improve their spoken English in a VE setting. By the same token, Dooly and Vinagre (2022) put an emphasis here that teachers need to be introduced to the approach and supplied with an adequate amount of training on VE implementations in FLT environment since educators have begun benefitting from the better accessibility to communication technology in the light of VE. Ngoc and Huong (2021) endeavored to provide crucial insights into the effectiveness of online cultural exchange program on developing learners' interculturality and language proficiency in Vietnamese context. They supported the current study's results with the findings that they discovered developing learners' motivation in learning writing skills and cultural sensitivity via guided online discussion between a group of Vietnamese and Taiwanese university students in the role of *e-pal* through using online channels. Henceforth, both from teacher and student efficacy by avoiding from potential cultural misunderstandings, it is implied that learning and teaching culture is a focal point in language teaching to communicate not only with native speakers but also non-native people using the language (Genç & Bada, 2005).

Research Question 3: To what extent is portfolio-based writing assessment successful for secondary school EFL learners' development of Intercultural Awareness?

Upon investigating the degree of attainment in raising ICA as the whole unit of the sample, which consists of two each for sixth- and eighth-grade students as experimental and control groups, with regard to the writing assignments in the format of *portfolio* during ten weeks, descriptive statistics in SPSS 22.0 was primarily employed. Mean scores obtained from the written tasks throughout ten weeks were calculated for each group. Based on the marks given out of 25 points to the benchmark for the *content development of cultural sense* in the writing assignments, it is inferred from the obtained findings via descriptive statistics that on a general basis, it was observed that the scores given to the writing tasks of the experimental and control groups increased gradually on a weekly format, and the highest scores became evident in the tenth week. Even though a regular increase trend was observed at the mean scores of all the groups, this proliferating tendency was viewed at least in the middle weeks of the treatment sessions, but then the upward movement in scores was seen once more. Between the experimental groups, the sixth- and eighth-grade experimental groups mostly had higher mean scores than those of the sixth- and eighth-grade control groups, while the eighth-grade experimental group had higher mean scores than those of the sixth-grade experimental group. Subsequently, Kruskal Wallis-H and Mann-Whitney U tests were applied to observe potential developments in the ICA of the groups and to reveal the magnitude of the differences based on the group differences.

It was uncovered that there were statistically significant differences between the sixth- and eighth-grade experimental and control groups regarding the portfolio-based writing task scores between themselves ($p < .05$). Nevertheless, there were shown no statistically significant differences among the writing task scores of sixth- and eighth-grade experimental, which is except for the second and fifth weeks, and sixth- and eighth-grade

control groups within themselves ($p > .05$). It was observed that both the median values and mean ranks are the highest to the eighth-grade experimental group appeared to have the highest mean ranks and median values in all the weeks but the first one. On the other hand, it was displayed that the lowest mean ranks and median values across ten weeks mostly belonged to the sixth-grade control group. Heeding to the effect sizes based on statistically significant group differences (Cohen, 1988), the most salient divergence observed among the groups' task scores regarding the cultural sense in content development gained momentum in the fifth, seventh and tenth weeks, which pinpoints the effectiveness of the process-oriented approach in culturally-immersed EFL writing. In a similar line, Kadmiry (2021) reported that the process-oriented approach is more effective in enhancing EFL writing than the product-oriented approach based on the significant improvement in the compositions of treatment group over their control group counterparts during three months in a Moroccan EFL context. As implemented in this study's treatment sessions as in the form of oral discussions, Byrne (2016)'s assertion also confirms these results since she emphasized the enhanced interrelationship between thought and speech through written and oral modes.

Research Question 4: Is there any development of sixth-grade students' ICA in writing assessment of EFL classrooms? If so, to what extent?

This research question deals with any potential development of intercultural awareness of the students in each group of sixth-graders during ten weeks and week by week. In this respect, it was monitored by the researcher that it would be observed whether teaching writing lessons were effective and efficient enough in enhancing the intercultural knowledge of the learners. Depending upon the Friedman test results, the developmental stages of the writing achievement scores obtained from the sixth-grade experimental and control groups displayed that a statistically significant difference was observed in writing task scores over ten weeks with a relatively progressive increase trend in a week format (Zimmerman & Zumbo, 1993). Through an optimal rising in median

values, which reflects the launching mount at the up-front with a period of stagnation in the middle of the treatment and further re-growth of the points in the end was also another supportive evidence for the blooming nature in ICA development for both groups; however, it was viewed via Wilcoxon signed-rank test results that the sixth-grade experimental group students within itself reached a more salient increase in the task scores than that of the control group counterparts with regard to ICA development in consideration of within-group comparisons and effect sizes occurred.

These findings are consistent with Zorba (2023) and Riberio (2016). Through a 15-week implementation design in higher education context, Zorba (2023) puts an emphasis on studying texts with the readers-as-text ethnographers approach (RaTE), which assists the learners develop their ICA through understanding the complexity of culture, otherness and self. This study particularly proves the importance of allotted time in developing ICA as well as improving reading skills. Likewise, Riberio (2016) lay stress on developing ICA in addition to critical reflection skills through using digital storytelling by supporting multimodal learning. In parallel, Ho (2000) investigated developing intercultural concerns and writing skills through e-mail exchange between two countries' primary level pupils at two schools in Singapore and Birmingham, UK, which is based on an international ICT-oriented collaborative project. Ho (2000) found out that this inquiry also shed light on the yielded discernible shifts in teachers' traditional roles and responsibilities from a controller, which is evoked from *sage on the sage*, to now more of a facilitator, which is associated with *guide by the side* terms, on the path of learners' being part of a dynamic, international and global community. Yet, most of the studies in literature focused on the receptive skills such as reading rather than productive skills such as writing and did not investigate the ICA development through the productive skills lens longitudinally.

Research Question 5: Is there any development of eighth-grade students' ICA in writing assessment of EFL classrooms? If so, to what extent?

On the purpose of ascertaining the potential in ICA development of eighth-grade experimental and control groups through writing assessment, Friedman and Wilcoxon signed-rank tests based on the ten-time intervention were employed (Gibbons & Chakraborti, 2011). With regard to the results of Friedman test for both eighth-grade experimental and control groups, it was unveiled that there was a statistically significant difference in writing task scores across ten time points from the starting to the end week. By the incrementally increase in median values from the first to eighth week, a relatively stable value between the eighth to ninth week, and a further leap of the points towards to tenth week were spotted for the experimental group while a progressive increase from the beginning to end in median values were observed for the control group. In accordance with effect sizes and within-group comparisons obtained for the eighth-grade experimental and control groups, it was reported by the Wilcoxon signed-rank test results that the eighth-grade experimental group students within themselves had a more distinctive increase in the task scores than that of the control group students in relation to ICA development.

Correspondingly, Saniei, Birjandi, Abdollahzadeh and Nematı (2015) propose that pragmatic awareness of intercultural rhetoric in writing was effective in improving the Iranian EFL learners' writing ability in addition to the accuracy of their written output. What Saniei et al. (2015) have pinpointed is somehow surprising that as learners' awareness of intercultural rhetoric increases, they seem to attend more fully to their writing rhetorically and proficiently. This finding is congruent with the current study that as learners' ICA levels develop, they also improve their writing skills with well-equipped content. At the same token, this current result is in line with Liu (2012) regarding the effectiveness of culturally-immersed teaching model over developing ICA and writing skills in Chinese higher education context under the influence of cultural globalization in Chinese society. By learners' preference of deductive organizational pattern in their English writing, Liu (2012) indicates that many Chinese educated youths have attained a better command of

various rhetorical patterns from both Chinese and English, gained stronger intercultural awareness and become more orientated toward individualism thanks to university teaching practices that focus on intercultural awareness. In spite of the dearth in conducted inquiries in primary and secondary education scope and long-term impact of developing ICA over productive language skills, this present study became a means of filling the gap and illustrated the salience of interrelatedness between ICA development and writing skills.

Research Question 6: Are there any achievement differences between the assessment of ICA in sixth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

Basically, with the calculated scores via descriptive statistics run, it was drawn that median values of the sixth-grade experimental group were higher than that of the control group from the second week to tenth week. In order to pinpoint which group particularly differed from the other, Mann-Whitney U test was performed (McKnight & Najab, 2010). In the light of the Mann-Whitney U test results, it was come out that there was a statistically significant difference between groups across ten weeks regarding writing achievement scores in favor of the sixth-grade treatment group where culture- and portfolio-immersed online lessons were implemented. From this point of view, it was observed that the culture- and portfolio-immersed lessons of writing were useful and proficient in contrast to standard teaching of writing lessons at enhancing students' intercultural awareness. Exactly like the present study, there is a slightly deal of quantitative research or mixed-methods experimental investigations in the literature that particularly display statistically significant difference between treatment and control group (Özışık, Yeşilyurt & Demiröz, 2019; Tural & Çubukçu, 2021; Wang, Y., 2014).

For instance, what Tural and Çubukçu (2021) found somehow surprising. They discussed the effect of short stories on ICA in their study through choosing a treatment and control group from B1 level EFL students at a university in the western part of

Türkiye. They reached a conclusion that gender and international experience were not conducive to a difference regarding ICA among participants, and any significant difference between treatment and control group was not observed. Hence, the main resolution made here was that ICA focus in ELT could ameliorate learners' linguistic competences, yet this operation of increasing ICA among learners might take time. Hence, Tural and Çubukçu (2021) suggested that institutions and other stakeholders give priority to raising ICA of EFL learners with assorted exercises and tasks. To illustrate with an evident quantitative study conducted, Özişik, Yeşilyurt and Demiröz (2019)'s questionnaire-based research also revealed that EFL teachers had a blurred mind and were at a loss about how to integrate intercultural learning into their teaching practices and assessment methods even though they were wise to the significance of combining both local and target culture into EFL classes. Besides, use of various activities and materials via technology-based teaching tools and shaping the lesson flow seem to be an indicator of the achievement superiority of the experimental group over the control group. This finding concurs with the results of the doctoral dissertation based on mixed-methods research in which it was extracted that EFL teachers' intercultural awareness could act upon their teaching methodology and course design at the heart of a paradigm shift from traditional to intercultural standpoint (Wang, Y., 2014).

Research Question 7: Are there any achievement differences between the assessment of ICA in eighth-grade EFL classrooms where portfolio-immersed lessons and the one standard teaching are implemented? If so, to what extent?

In view of the descriptive statistics exerted with median values as the output, it was deduced that the median scores of the eight-grade experimental group students were higher than those of the control group counterparts from the second to the end week. With the intent of determining which group surpassed the other in the context of writing achievement points based on ICA development, Mann-Whitney U test was applied. Regarding the results of the Mann-Whitney U test utilized, it was unveiled that there was a

statistically significant difference concerning ICA development between the eighth-grade experimental and control groups in respect to writing achievement scores in favor of the eighth-grade experimental group where portfolio-immersed online lessons were administered. Within this framework, it was drawn that the portfolio-oriented writing lessons focusing on transferring interculturality were constructive and efficient in augmenting students' intercultural awareness. Among the yielded discernible inspections which operated quantitative or mixed-methods research design in the framework, Schulz (2007), Yoon, Duncan, Lee, Scarloss and Shapley (2007), Perry and Southwell (2011), Zheng (2014) and Özişik et al. (2019) could be counted as indicative studies.

In a model of empirical study mode, this current research question finding is in line with Yoon et al. (2007)'s study because of the fact that Yoon et al. (2007) discussed that control group students would have increased their points by 21 percent if their teacher had received substantial professional development by emphasizing duration and intensity of the instruction. In the initial step, Özişik et al. (2019) have argued that EFL teachers need guidance and training on developing ICC themselves within the scope of standards, curricula, accountability, and assessments albeit being aware of the importance of incorporating both local and target culture into the lessons in the wake of developing learners' interactional skills and intercultural sensitivity. Moreover, Perry and Southwell (2011) conceptualized the ways of measuring ICC through quantitative and qualitative methods and detailed some instruments employed that suited their purpose. They pointed out that the CCAI developed by Kelley and Meyers (1995) to assess a person's ability of adaptation to other cultures consisting of 50 questions in four skill areas: emotional resilience, flexibility/openness, perceptual acuity and personal autonomy. They also shed light on the IDI developed from the DMIS (Bennett, 1993) and revised by Hammer, Bennett and Wiseman (2003) to the five factors: denial and defense, reversal, minimization, acceptance, and adaptation and encapsulated marginality, which tests an individual's experience of cultural differences rather than behavior and skills. However, it

is a must demand to define the quantitative scales of ICC and related constructs under the circumstances of the redundancies in notions of ICC where further refinement and attentive utilization in research are required.

Research Question 8: Are there any achievement differences between the assessment of ICA in sixth-grade and eighth-grade EFL classrooms where portfolio-immersed lessons are implemented? If so, to what extent?

On the foundation of Mann-Whitney U test and descriptive statistics operated, it was noted that the median values of the eight-grade experimental group were higher than those of the sixth-grade experimental group in seven out of ten weeks, which was from the second to the eighth week of the intervention. The finding that the points given did not demonstrate sharp fluctuations and tended to rise across weeks is in line with the study of Abu-rahmah and Al-humaidi (2012) in which it was highlighted that self-assessment such as portfolio-based evaluation aided enhance teaching and learning through raising the active class involvement through students' perceptions as fruitful and engaging. The present study uncovered that there was a statistically significant difference between the two treatment groups regarding writing achievement scores based on ICA development as an outcome of the portfolio-immersed online lessons in favor of the eighth-grade experimental group solely for the second and fifth week, but not the remaining weeks. Accordingly, it was understood that eighth-grade experimental group students became more interculturally aware in a linear progression, which was also borne out by this empirical research. These findings are corroborated with Schulz (2007)'s literature review-based article in which the functionality of portfolio assessment in evaluating ICC where teacher's role as feedback provider to the collected portfolios at certain slots during the semester, which is in rapport with the methodology of this current study, was argued. Likewise, Zheng (2014) also centered upon assessment of ICC with the combined use of summative and formative ways such as written test and portfolios in performance

evaluation, which is also the main core of the intervention procedure of the present research.

In rapport with the results of the intervention effectiveness in raising ICA concerning this aforementioned research question, Gholami, Amerian, Dowlatabadi, and Mohammadi (2021)'s available research on this instructional strategy indicated the outcome that the experimental group participants outperformed in interaction engagement, interaction confidence and interaction attentiveness with their peers. Besides, giving feedback through both paper-and-pencil and mobile format via supporting peer- and self-correction was employed in the current study. Al-Jarf (2022) also pointed out the benefits of blog writing on current global events as a supplement to in-class EFL writing instruction through peer interaction on feedback and self-autonomy. Al-Jarf (2002) concluded with the premise that interacting and collaborating with classmates on a class blog on the topics of global events and reflecting on their own writing in response to the feedback and comments received from the other peers was proved to be effective in raising students' global awareness and improving their EFL writing skills. By the same token, Susilo, Yand and Qi (2023) have recently examined the quantitative findings of a ten-week intervention that has investigated the in-progress formation of EFL students' critical intercultural awareness (CIA hereafter) by using culturally appropriate YouTube clips with intercultural tasks. One pivotal confirmation for the current study that Susilo et al. (2023) have reported is the promotive sense of video-assisted intercultural tasks used in identifying, interpreting and critically evaluating the intercultural values embedded in the clips. Holding a different viewpoint, Susilo et al. (2023)'s inquiry also revealed that gender and ethnicity did not contribute to the ICA development to a greater extent, which is not examined as a major question in the current study.

In addition, the case of the supremacy of the experimental groups over the control ones and the superiority of the eighth-grade experimental group which is older regarding the age factor, also justifies the inference about the importance of the socio-cognitive

skills development and background knowledge. Accordingly, Puengpipattrakul (2014) proposed in her study with qualitative results from the ten students' interview responses that students' socio-cognitive skills could develop through process-oriented approach to writing along with encouraging students' writing performance and raising awareness of their own learning processes. Likewise, Hamed, Bhenam and Saiedi (2014) reported the importance of prior knowledge and learners' familiarity with the formal schematic knowledge, thereby advocating the must-be activation of the existent schemata through teacher facilitation for improving writing process. Overall, it has been reckoned that these salient but undiluted longitudinal studies are remarkably stimulating to assist researchers, teachers and students in appreciating the relevance of writing skills and awareness of interculturality.

Chapter 5

Conclusion and Suggestions

This part bears upon the condensation of the research analyses regarding eight research questions with essential concluding remarks. As the relevant literature presented in the section of theoretical framework of the current study puts forward, ELF maintains its existence with being an international language as long as the social integration of multicultures increases. Due to the fact that a large amount of scholarly literature in the field of developing intercultural awareness in a mixed-research design is relatively rare but qualitative, this study primarily aims to explore the perceptions of the participants as secondary school EFL young learners on their writing self-assessment regarding interculturality and to analyze their writing achievement scores in terms of developing intercultural sense in their writing assignments. Secondly, the current study aims to examine both student and teacher perspectives on developing intercultural awareness in elementary English writing skills lessons. Henceforth, an in-depth analysis of these important issues with the help of research questions has been discussed in this section by revisiting the related literature. Lastly, the subheading of conclusion, summary of the study, pedagogical implications, limitations and suggestions for further research are presented to illuminate the issue with regard to reaching fruitful decisions in the EFL context.

Conclusion

Within the frame of the qualitative and quantitative findings of the research questions posed, this chapter has revisited the existing previous studies, discussed the key results thoroughly and reached specific resolutions. From learner perspective, it has been inferred that awakening intercultural awareness in addition to improving writing skills could be rewardingly achieved in Turkish EFL secondary school context. Besides, it has been concluded from the study that as long as the elementary level of language learners

as in the current study fulfill and have been willing to see the world through interculturally-equipped lens by making comparisons following the longitudinal termination of the ten-session-treatment, they not only view the global events more critically and wisely but also keep their own local identities more consciously. Moreover, it has been figured out that learners' evaluating both themselves and their peers could raise their motivation toward learning English as a target language in a process-oriented teaching and learning environment.

From teacher perspective, grounding in the semi-structured interviews through which cross-sectional data were collected at one point in time, it has been observed that secondary EFL teachers who have experienced overseas stays due to various reasons such as educational, vocational, residual or touristic purposes and been exposed to using the foreign language are more conscious about how to approach to raising ICA in their classes since they have already gained similar cultural experiences in their lives. However, it should not be skipped that secondary EFL teachers who have not experienced the procedures of going abroad are also quite eager to raise both theirs and their learners' intercultural awareness; hence, it is viewed that they have demanded more professional development workshops and seminars which are organized on abroad regarding how to put the theory of developing ICA into practice. Overall, it could be remarked that the present study within both cross-sectional and longitudinal nature within a mixed-methods research design has managed to engender local functionalities in the context of lower language proficiency level that could pave the way for additional investigations on the current topic.

Pedagogical Implications of the Study

Through the instrumentality of the data-informed evidence, this dissertation makes a feasible contribution to the relevant literature through giving anew points of view to researchers, curriculum and material developers, policy makers, FL teachers and FL

learners. Specifically, extracting the study's results and currently available literature, the concluding remarks have been focused on the contingent implications for FL learners and pre- and in-service FL teachers. As the present inquiry was situated in the Turkish context, it sought to provide contextual information and useful and appropriate implications to the local language learning environment. Although the development of both ICA and writing skills in EFL settings have been increasingly drawn interest in the field, the paucity of feasible research in practice has been endeavored to be reduced with illustrating both learner performances and learners' and teachers' insights into engaging with ICA in EFL writing.

Implications for Learners in EFL Culture-Immersed Writing Classes

In this day and age, the reasons why language learners are inclined to learn more than one foreign language apart from English, which is governed by the position of an international language, have been evolving perpetually. As obtained qualitative results of the current study have demonstrated, these sources of language learning readiness either intrinsically or extrinsically can burst into blossom even at an early age and phase of foreign language learning (Akçay, Ferzan & Arıkan, 2015). From learner perspective in the current study conducted, engendering a foundation for domestic and abroad experiences, facilitating early foreign language acquisition, providing more authenticity through engaging accuracy and fluency in used foreign languages, gaining ground in being more general cultured person alike are among the paramountly accepted personal and academic purposes that were grabbed the attention in the domain of the elementary education.

Moreover, it has been revealed in the present investigation that secondary EFL students have given a favorable opinion and taken a stand for the use of miscellaneous culture-related materials and activities with reference to intercultural similarities and differences on the ground that they have not attained adequate number of opportunities to run across real-life situations encountered in other cultures by using the target language.

As also highlighted by Yurtsever and Özel (2021), the ignorance of the use of some activities which are convenient for discussion might lead to the feeling of estrangement among learners. It is not to be neglected that learners cannot master a foreign language without viewing authentic oral and written communication as the goal of EFL learning.

As Al-Jarf (2022) argues, it is of vital importance that students be engaged in learning process in the role of active learner by looking for supplementary sources such as videos, photos or articles in the completion of their assigned writing tasks and reflecting their own ideas about the events in an oral manner. Asking for their interpretive contributions on issues to which they are accustomed can cater for good opportunities to build learners' self-confidence at in-class participation (Karanja, 2007). It is observed that this recommendation is also congruent with the findings of the available study since the participants in experimental groups mostly expressed their satisfaction on the conducted face-to-face interviews. Another pedagogical implication laid here is that as EFL learners would be able to gain an ethnorelative perspective evolving from the demonstration of ethnocentric attitudes beside raising their ICA, this could be unearthed via administering interviews where learners mention about their experiences, opinions and reasons behind those sayings as an indicator of ICA (Zorba, 2023). While cultural differences are dealt with an ethnorelative lens, it is addressed that they are situated in the semantic associations evoked by outwardly familiar concepts, which is also addressed by the weak version of Sapir-Whorf Hypothesis (Tran, 2010). Therefore, the salient studies on negotiation on the ethnorelative side in ICA with longitudinal performance-based assessment are very incentive to aid researchers in comprehending the significance of the investigating the issue in more depth through not only verbal but also numerical findings.

As Malczewska-Webb (2013) put forward, since the learners' existing international experiences do not ensure their interculturality, systematic focused tasks aid learners in transforming into intercultural bodies. On the path of ICA-raised learners, it is inferred from the present study that learners' integrating their own cultural content into writing activities

could increase their eagerness to learn the foreign language. Thus, learners can illuminate the far-reaching local contexts in their written assignments originated from their different cultural backgrounds that they have already possess. This could be able to cater for learners to associate cultures with one another while they have deficit prior general knowledge about other cultures. Additionally, the outperformance of the experimental groups over control counterparts and relative performance superiority of the older group between the two experimental groups have illustrated the effectiveness of the culture-immersed EFL writing lessons and increase in self-monitoring skills of the learners. Henceforth, the pedagogical implication exerted from here that the quantitative assessment of culture teaching is quite possible, yet surety and systematicity of the learning processes are required by the learners since the development could only be spotted after an objected and tailored learning workout.

Implications for Pre- and In-Service Teachers in EFL Culture-Immersed Writing Classes

As Choudhury (2013) revealed, in this increasingly globalized and multicultural world, where English has been used as a means of lingua franca, EFL teachers are not to ignore the significance of teaching culture in developing intercultural awareness. From this standpoint, intercultural communicative competence, which is a concept for the version of intercultural awareness put into action, has received myriad definitions and failed to be assessed thoroughly in the zone of education and other related fields of academia (Zheng, 2014). Even though intercultural communication has been demandingly inspected by the researchers over the past two decades (Soto-Molina & Méndez, 2020), it is monitored that very few studies have examined young learners' development of ICA and intercultural competence. As a matter of fact, in order to fulfill the progression in the development of ICA at the early ages of FL acquisition, teachers' knowledge and skills on culture-integrated language teaching practices can boost their professional development through pre- and in-service workshops and programs.

A paradigm shift from traditional to intercultural stance poses difficulties for both EFL teachers and students if they aim at achieve the goals of FL education for the global context. EFL teachers, as such, should tool up their students with prerequired research skills and attitudes. Taking cross-sectional design semi-structured teacher interviews conducted face-to-face into consideration, the available study gives valuable hints at the reflections of the secondary school in-service EFL teachers who have recently been working at a disadvantageous region regarding both socio-economical and educational factors due to the immigration processes of their students. In aid of both their field teachers in practice across Türkiye and pre-service teachers who are prepared for actual implementations of EFL teaching through training programs at universities, one of the main pedagogical implications procured is that participating in supplementary studies of training within both domestic and foreign circles should be intensified. With the comprehensive offer of scholarships, taking part in the study-abroad projects and programs such as Fulbright and Erasmus+ based on (a) student mobility with the options of mobility for studies and training and (b) staff mobility for teaching and training could endow teachers with teachers acting as cultural brokers and cultural mediators by hands-on experiences between the mainstream culture of Türkiye and the minority home cultures of immigrant students (Major, 2006).

In today's post-pandemic period on the way of adapting the transition from online to hybrid learning (Sutiyono, et al., 2023), online video-conferences, webinars, workshops offered by both MoNE, state and private universities and other educational institutions across Türkiye is another alternative for pre- and in-service teachers to track their own professional development. Also, the program designs of teacher education faculties at universities could also be described and reorganized to prepare pre-service teachers how to instruct culturally and linguistically diverse students and undertake assessment guidelines, which are for both teachers and learners, in their future classrooms. By this way, they could perceive and be consciously active in welcoming and supporting all

students, specifically those from diverse cultural and linguistic backgrounds. In this respect, As Karanja (2007) stressed, teachers can promote their culturally-mediated skills through correcting their students' utterances in a non-threatening way such as revoicing, reducing the speed and complexity of speech and recognizing their presence in the classroom, making course content more comprehensible through both oral and written task instructions, repeating key points and checking for comprehension regularly. Utilizing multimodal educational tools and materials that contextualize abstract concepts as a fruitful strategy can serve to make information a more achievable target for students. Drawing on the curriculum subjects from a wide range of cultural traditions adapted to the educational level of children and familiar topics presented by the teachers at all levels for more comfortable-driven discussions substantiates diversity and assists students in expressing themselves (Türkan & Çelik, 2007; Yurtsever & Özel, 2021).

A further pedagogical implication from the study emerged is of particular concern to curriculum and material developers, school administrators and policy makers. Provided that administrators hold looking upon the ways of creating a comfortable classroom and school atmosphere that values and celebrates diversity and inclusion and efforts at language use can hearten the students to interact and thus enhance the understanding of curriculum content (Karanja, 2007). The curriculum developers had better work on promoting specified curricula because when immigrant students gain access to solely a simplified curriculum, this does not qualify immigrant students for further education, which can end up dropping out of the school. The school administrators need to understand the situation and experiences of the students, and they ought to participate in training whose content acknowledges and responds to the both immigrant and non-immigrant students' experiences, thus schools can affiliate with students, their parents and families (Stromquist, 2012). Likewise, material developers should pay regard to the learners' characteristics, needs and aims, and the topics under the study should be pertinent to the what learners are required to learn in lessons. The information is not to be limited to a

particular cultural group and incapsulate a series of stereotypes. The textbooks, as a side note, should not only mention about general perspectives on culture but should also dwell on the fundamental divergence of culture. As Guechi and Krishnamy (2016) elaborated, with the aim of abstaining learners from engendering cliched jurisdiction, the information in the textbooks should not be inclined to including prejudgments and comments from authors. Tasks, activities and illustrations that can be appropriate to the learners' native culture could be incorporated into the textbooks, thus aiding learners in comprehending local interactions in a superior way. Principally, the books ought to embody cultural content that can be easily unfolded by EFL teachers and embrace proper details that can be used by learners in their everyday lives. As obtained from the qualitative findings of the teacher interviews from the current study, policy makers can take putting extra elective courses to the course schedule of the grade levels into consideration especially for the fifth- and sixth-grade classes because of the fact that some participants expressed that the lesson hour in the curriculum of ELT was not enough for secondary EFL teachers to include cultural information in their classrooms. This pedagogical finding also illuminates that there should be a separate skill lesson focused on writing skills, which can be extended to other language skills, rather than a holistic English lesson, just like the case in universities. In this way, exposure to and acquisition of culture in more depth will be possible more easily, both implicitly and explicitly.

Additionally, the other pedagogical implication exerted from the study applies to the field researchers. Since there is a dichotomous dissensus among investigators about which constructed theory and instrument is the most appropriate for testing intercultural awareness and intercultural competence, the multiplicity of conceptions of ICA makes comparing instruments challenging. Consolidating the results of the qualitative studies, the fact that researchers describe quantitative scales of ICA, ICC and related constructs would be helpful in conducting empirical research; however, this needs further refinement and necessitates to be used with attention in research where the relationships examined

are theory-based (Perry & Southwell, 2011). From this point of view, a method of assessment must suit its purpose and to what the researchers purport. As used as an assessment type in this current study for the collection of the quantitative data, the portfolio assessment can inspire researchers to explore and analyze the variations in their students' cultural products, practices and their underlying perspectives by gathering backup evidence for making generalizations about the perceived quantity and quality of student performances. By doing so, EFL teachers can operate as an influential facilitator for the validity of the conclusions that they have reached by giving feedback and an attentive progression grade to the emerging portfolios at certain time slots during an educational term (Schulz, 2007). Last but not least, Zheng (2014) addresses that intercultural awareness is not stable and everlasting; henceforth, both learners, teachers and other stakeholders should keep in their thoughts that ICA development is a blockbuster lifelong journey of learning in the long haul.

Limitations of the Study

Although the aims of the study were achieved, there are still some limitations to be mentioned. Because of the COVID-19 pandemic, which is still continuing to affect all over the world implicitly from a variety of aspects, the planned organization of the study framework could demonstrate an altered version. To start with, since the data collection phase was basically planned to include the 2019-2020 spring term from the end of March to the end of May, the participant number of the study could have showed an alteration due to the COVID-19 pandemic-related health issues at the following fall term in 2020-2021 education year. Next, the limited class time, which was 30 minutes per online lesson hour, could generate the second limitation to fulfill the planned requirements of the implementation part of the study. Instead of ten weeks in one semester implementation period, a whole educational year could be investigated in order to yield more comprehensive and sensitive results. Thirdly, the current study was mainly concentrated on secondary school student and teacher profiles in EFL writing context with regard to

developing and implementing ICA; henceforth, numerous or stringent inferences about the population were not inferred (Siegel, 1957). The sample consisted of 14 secondary in-service EFL teachers and 84 secondary EFL learners from solely one state school located in Ankara, the number of the student and teacher participants and selected schools as a sample could have been increased in order to enable the findings to be more representative with a larger sample and generalizable to all Turkish elementary level of education. Therefore, the selected sample can be larger than that of the present one with the intent of obtaining more valid results for the inquiry. In addition, grade and education levels involved in the study could be diversified as primary, high school and tertiary level of education as well.

The fourth limitation might be the accuracy in self-assessment, which could be at low level due to the fact that the young participant learners were relatively inexperienced considering their age range and were confused about how they could assess themselves in the course of creating portfolio products and conducting oral interviews. Henceforth, accuracy in self-assessment is increased when assessment is related to a specific experience, and it is in relation to clear descriptors which define the standards of proficiency given. It is still probably made as more accurate when learners receive some training on how to assess their progress and evaluate their intercultural development in a systematic manner. As those interested in teaching and learning intercultural competence come from diverse backgrounds and have a diversity of requirements, it is likely to seem that no single instrument can be used for all purposes. Lastly, another major limitation of this study is that video-recorded implementation sessions and classroom observations could have been included to bring forth multimodality for the analysis of both linguistic and non-linguistic components in dialogic interaction, thus encompassing multiple data collection tools could pave the ground for offering overarching insights into the practices of culture-integrated writing assessment.

Suggestions for Further Studies

In pursuit of compiling the limitations of the current inquiry, the following recommendations are succinctly presented to merit future investigation. While teaching English, the culture associated with the language is also taught so that the misconception of learning the language can be minimized (Rohmani & Andriyanti, 2022). That's why, regarding the undiluted number of studies about ICA development on not only Turkish but also global scale, more action research which are mixed-methods driven should be implemented by both teacher-researchers and field researchers in purpose of exploring the theory put into practice, first of all. The students' interview answers in this study have illuminated further consideration of students' group culture, including peer pressure and cultural barriers. Since language and cultural knowledge are interdependent, the issue of learners' cultural group writing is also worth investigating in future research. It can be helpful to investigate the impacts of not only individual writing as in the current study, but also process-driven group writing with different class sizes on learners' socio-cognitive skills development and their writing performance. Based on the non-specific number of students in each setting, the number of the experimental groups and control counterparts in the current study were comprised of 45 and 39 participants in total respectively; however, the design of the process-oriented writing activities through group writing might not be exactly the same as that of this present research.

With the aim of identifying whether there is a clear image of the effect of the age factor on ICA development through portfolio assessment, it is recommended that the ranges of students' age, their educational grade and language proficiency levels of the samples selected in future studies be wider, and thus, it can be understood whether or not these listed factors would be a superior advantage in developing ICA through writing skills. In this regard, it would be analyzed whether there is a graded difference between groups of participants regarding ICA development through writing on an incremental basis. Furthermore, the effects of gender and varied cultural and ethnic background of

both immigrant and non-immigrant students could be examined as the variables of the further studies. In addition to their home language, the immigrant students start to acquire Turkish as L2 and English as L3. They carry with them the cultural orientations that they learned in their home culture, and they are inclined to execute those expectations to their new situation that they are in. Therefore, the nature of those students' favorable behavior expectations in the anew educational system can also be inquirable through portfolio assessment techniques with more focus group interviews.

Apart from cross-sectional studies such as involving interviews conducted at a specific point in time, this suggestion is also substantiated by the view of demand for obtaining potential results through the evaluation of longitudinal studies; by this way, the impacts of continuous assessment of the implementations are likely to be examined in a more valid and reliable manner (Hua & David, 2008). As one of major suggestions for further research proposed by the current study, ICA development in EFL speaking classes as another productive skill where the influence of task demand by the teacher on the reflection of enhancement in ICA is likely to be observed could also be extensively analyzed. More research can be carried out with students at lower proficiency levels in a larger sample size at the same or different schools in the city, which the current study was conducted in, or from varied schools in the other regions of Türkiye. In addition, the current decisions are in operation that listening, reading, speaking and writing skills, which should be separate courses, have been gathered under the same roof of a single course without making any changes in the present curriculum of MoNE for primary, secondary and high schools. However, it is unsatisfactory to squeeze, so to say, these decisions into a single course without a preparation and planning process. Therefore, it would be a very important and appropriate decision for MoNE to focus on and center upon these skills one-to-one that will contribute to listening, reading, viewing comprehension and the ability to express oneself in oral and written language through culturally empowering courses (Chapman-Hilliard, Beasley, McClain, Cokley, Nioplias & Taylor, 2016) by supplying the

integrity of the learners' 21st century skills development for their future professional life reflections (Ataberk & Mirici, 2022). As a last resort, within the scope of long-term impact, this study has managed to fill the salient gap and illustrated the prominence of ICA development and reflection in practice from both student and teacher profile. Still, more empirical studies are needed to assess the capability of different approaches to develop intercultural awareness and competence. Thus and so, this can aid researchers in constructing and refining the theory about intercultural awareness, intercultural competence and ways to develop them.

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APPENDIX-A: Adapted Version Analytic Writing Assessment Rubric (Adapted from East, 2009)

QUALITIES BENCHMARKS	MINIMAL (1)	LIMITED (2)	ADEQUATE (3)	EFFECTIVE (4)	EXEMPLARY (5)
Genre & Structural Organization	There is no clear purpose. The writing assignment lacks logical progression of ideas. The writing assignment addresses topic but loses focus by including irrelevant ideas. Ideas are unclear and/or not well-developed regarding the assignment topic. The writing is quite 'choppy' and not very fluent in weak cohesion.	It attempts to communicate the purpose throughout. The writing assignment includes brief skeleton but lacks transitions. The writing assignment is focused on topic and includes few loosely related ideas. Unelaborated ideas are not fully explained or supported. There is repetitive information.	It generally maintains purpose. The writing assignment includes logical progression of ideas aided by clear transitions. The writing assignment is focused on the topic and includes relevant ideas. However, elaborated ideas are still not fully explained or supported. It contains details, but there are several instances of incomplete sequencing.	It mostly maintains the purpose of writing. The task is well understood, and is logically-organized and developed. There are an introductory, body and concluding sentences. Depth of thought supported by some elaborated, supportive evidence provides clear vision of the main idea.	It establishes and maintains clear purpose of writing. The writing flows, powerfully organized and fully developed. The writing assignment is focused, purposeful and reflects clear insights and ideas. Depth and complexity of thought is supported by rich and pertinent detail. Supporting evidence in logical sequencing leads to high-level idea development.
Grammar Usage / Word Choice	Very frequent errors are observed in grammar. The words used are repetitive and not-informative. Some words lead to confusion.	Frequent errors are detected in grammar. The words used are often uninspired. The meaning is obscured.	Occasional grammatical errors occur. There is a questionable word choice. The meaning is seldom obscured.	Limited grammatical errors occur. There is a clear word diversity to express ideas.	It is nearly error-free which reflects clear understanding and thorough proofreading. Word choice is diversified quite well.
Mechanics / Disciplinary Conventions	Very frequent errors are detected in spelling, punctuation and capitalization.	Frequent errors are seen in grammar and punctuation, but spelling and capitalization have been slightly proofread.	Occasional grammatical and punctuation errors occur, but spelling and capitalization have been satisfactorily proofread.	It demonstrates good mastery of spelling and capitalization conventions. Limited grammatical and punctuation errors occur.	It is nearly error-free which reflects clear understanding and thorough proofreading.

<p style="text-align: center;">Content Development of Cultural Sense</p>	<p>There is surface understanding of the complexity of elements important to members of other cultures in relation to other cultures' big C and/or small c characteristics. It articulates surface insights into its own cultural worldview, cross-cultural differences and similarities. The content sounds weak. There is a lack of examples and ideas to strengthen the content.</p>	<p>It shows partial understanding of the complexity of elements important to members of other cultures in relation to other cultures' big C and/or small c characteristics. It articulates partial insights into its own cultural worldview, cross-cultural differences and similarities. The content is not particularly well-argued with subordinate and complementary ideas.</p>	<p>It displays adequate understanding of the complexity of elements important to members of other cultures in relation to other cultures' big C and/or small c characteristics. It articulates adequate insights into its own cultural worldview, cross-cultural differences and similarities. The content sounds solid to some extent.</p>	<p>It demonstrates effective understanding of the complexity of elements important to members of other cultures in relation to other cultures' big C and/or small c characteristics with some supportive ideas. It articulates effective insights into its own cultural worldview, cross-cultural differences and similarities. The content is developed with mostly specific details.</p>	<p>There is sophisticated understanding of the complexity of elements important to members of other cultures in relation to other cultures' big C and/or small c characteristics. It articulates sophisticated insights into its own cultural worldview, cross-cultural differences and similarities. The content is well-presented with supportive and specific examples and ideas.</p>
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**APPENDIX-B: Semi-Structured Student Interview Questions Prepared by the
Researcher in English**

1. What is your definition of culture?
2. Have you ever been to a foreign country?
3. From your perspective, what does intercultural awareness refer to?
4. Which benefits have you experienced after 'direct' teaching of culture during English writing lessons?
5. What kind of topics have you written in your weekly written tasks?
6. What are the difficulties that you have encountered while integrating culture-loaded information into your writing tasks and performance?
7. What kind of ways in developing of intercultural awareness have your EFL teacher used in the classroom?
8. Do you think that it is important to be informed about the other cultures? Why/Why not?
9. Have you found these ways useful? Why/Why not?
10. As an elementary level English language learner, do you think that there is a necessity to learn about target culture and other cultures in addition to target language? Why/Why not?

**APPENDIX-C: Semi-Structured Student Interview Questions Prepared by the
Researcher in Turkish**

1. Kltr tanmnz nedir?
2. Yurtdında hi bulundunuz mu?
3. Sizin bak anzdan, kltrleraras farkndalk ne anlama gelir?
4. İngilizce yazma becerileri odaklı derslerde direkt kltr ğretiminin ardından hangi faydaları deneyimlediniz?
5. Haftalık yazma grevlerinizde hangi tr konular hakkında yazdnz?
6. Kltr ykl bilgileri yazma grevlerinize ve performansnza entegre ederken karılatđnz zorluklar nelerdir?
7. Yabancı Dil olarak İngilizce ğretmeniniz, snfta kltrleraras farkndalđn gelitirilmesinde ne tr yntemler kullandı?
8. Diğer kltrler hakkında bilgi sahibi olmanın nemli olduđunu dnyor musunuz? Niin?/Niin deđil?
9. Bu yolları faydal buldunuz? Niin?/Niin deđil?
10. Temel dzeyde İngilizce ğrenen biri olarak, hedef dilin yanı sıra hedef kltr ve diğer kltrleri de ğrenmenin gerekli olduđunu dnyor musunuz? Niin?/Niin deđil?

**APPENDIX-D: Semi-Structured Teacher Interview Questions Prepared by the
Researcher in English**

1. What is your definition of culture?
2. Have you ever been to a foreign country?
3. From your perspective, what does intercultural awareness refer to?
4. Have you had foreign / immigrant students in your classrooms? If so, do you integrate your students' cultural experiences into your lessons? If yes, how?
5. Do you think that it is important to touch upon the other cultures while teaching English in writing lessons? Why/Why not?
6. What are the difficulties that you encounter while integrating culture-loaded information into your English lessons?
7. What are the difficulties that you encounter while integrating culture-loaded information into your writing lessons?
8. Do you think that it is important to be informed about other cultures? Why/Why not?
9. What kind of ways in developing of intercultural awareness do you use in your classroom? Do you find these ways useful? Why/Why not?
10. As a secondary EFL teacher, do you think that there is a necessity to teach about other cultures in addition to the target language? Why/Why not?

**APPENDIX-E: Semi-Structured Teacher Interview Questions Prepared by the
Researcher in Turkish**

1. Kltr tanminz nedir?
2. Yurtdsnda hi bulundunuz mu?
3. Sizin bak anzdan, kltrleraras farkndalk ne anlama gelir?
4. Snflarnzda yabancı uyruklu / gmen ğrenciniz hi var mı? Eęer yleyse, ğrencilerinizin kltrel deneyimlerini derslerinize entegre ediyor musunuz? Eęer evetse, nasıl?
5. Yazma becerileri odaklı derslerinzde İngilizce ğretirken dięer kltrlere deęinmenin nemli olduęunu dnyor musunuz? Niin?/Niin deęil?
6. İngilizce derslerinzde kltr ykl bilgiyi entegre ederken karılatıęınız zorluklar nelerdir?
7. Yazma becerileri odaklı derslerinzde kltr ykl bilgiyi entegre ederken karılatıęınız zorluklar nelerdir?
8. Dięer kltrler hakkında bilgi sahibi olmanın nemli olduęunu dnyor musunuz? Niin?/Niin deęil?
9. Snflarnzda kltrleraras farkndalğın gelitirilmesinde ne tr yollar kullanyorsunuz? Bu yolları faydal buluyor musunuz? Niin?/Niin deęil?
10. Bir ortaokul Yabancı Dil olarak İngilizce ğretmeni olarak, hedef dilin yanı sıra dięer kltrleri de ğretmeye ihtiya olduęunu dnyor musunuz? Niin?/Niin deęil?

**APPENDIX-F: Sample Weekly Culture Integrated Lesson Plans Prepared by the
Researcher**

WEEK 1: LAYING THE GROUND (6th GRADE – UNIT 1: LIFE)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,

- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' daily routines,
- develop their speaking and writing skills,
- develop skills to speak about the daily routines related to other cultures,
- use in/on/at prepositions of time properly,
- consolidate word knowledge about times and dates.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the first unit (Life) of the textbook. The EFL teacher lists the daily routines given in the textbook and explains examples of routines from around the world in different countries and cultures in time zones such as morning, noon, evening and night by showing some visuals in the company of a reading text. After giving the kinds of routine works, the teacher gives the new words about awakening, breakfast, lunch, dinner, studying, doing housework, sleeping, etc., which are among the things people regularly do in daily life. The students are asked to review the articles. The EFL teacher reminds the students the times and dates. She asks the students to match the time and dates. They do this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows example sentences and gives the rules of using in / over / within the prepositions of the time.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt
- write down the outlines of their writing tasks individually
- complete writing the first drafts of their writing tasks
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content
- improve their linguistic and general world knowledge about other cultures
- develop their writing and speaking skills

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is writing a 'journal entry' that describes daily routines with basic characteristics and conjunctions that can assist students in their writing process. Then, he asks the students to open the relevant pages in the textbooks and go over the sample written text. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written

language from both sides, which addresses to native and non-native writers of English in elementary proficiency level.

Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a description of daily routines about it using the newly learnt technique to write a 'diary entry'. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how. After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the course instructor begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner.

As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a diary entry such as giving information about venue, time and how-to-do details. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the EFL teacher is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions
- complete writing the final draft of their writing tasks
- publish their writing tasks with the audience on an online platform
- develop their writing skills

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the course instructor directs them to summarize what they have learned on this lesson hour from the beginning to the end.

The EFL teacher also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to *other cultures* that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. Lastly, by hoping to see them on the next Saturday (or Sunday if any case), she announces that the class is dismissed.

WEEK 2: LAYING THE GROUND (6th GRADE – UNIT 1: LIFE)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' customs and routines,
- develop their speaking and writing skills,
- develop skills to speak about the daily routines related to other cultures,
- use in/on/at prepositions of time properly,
- consolidate word knowledge about times and dates.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the first unit (Life) of the textbook. The EFL teacher lists the daily routines given in the textbook and explains examples of routines from around the world in different countries and cultures in time zones such as morning, noon, evening and night by showing some visuals in the company of a reading text. After giving the kinds of routine works, the teacher gives the new words about awakening, breakfast, lunch, dinner, studying, doing housework, sleeping, etc., which are among the things people regularly do in daily life. The students are asked to review the articles. The EFL teacher reminds the students the times and dates. She asks the students to match the time and dates. They do this by writing on the

interactive whiteboard. After these reminder activities, the EFL teacher shows example sentences and gives the rules of using in / over / within the prepositions of the time.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down a piece of describing a movie with its theme and characters,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- review a movie with its characteristics of person-place-time triad,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'description of routines and customs' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help

students in their writing process. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level.

Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a daily review about it using the newly learnt paragraph writing technique 'type of description' to write a review, which is 'description of routines and customs' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help students in their writing process. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how. After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the course instructor begins to organize the outline of the sample writing task. The students decide on the topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a descriptive paragraph such as giving information about specific names, venue, time, and how-to-do details. Following this, she asks them to write down their own outlines

and tasks individually. Finally, the EFL teacher is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions
- complete writing the final draft of their writing tasks
- publish their writing tasks with the audience on an online platform
- develop their writing skills

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first

drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the course instructor directs them to summarize what they have learned on this lesson hour from the beginning to the end. The EFL teacher also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to *other cultures* that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. Lastly, by hoping to see them on the next Saturday (or Sunday if any case), she announces that the class is dismissed.

WEEK 3: LAYING THE GROUND (6th GRADE – UNIT 2: YUMMY BREAKFAST)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' foods and drinks,
- develop their speaking and writing skills regarding daily regular activities,
- develop skills to speak about the food and drink preferences related to other cultures,

- use the expressions of likes/dislikes properly,
- use the statements of accepting/refusing properly,
- consolidate word knowledge about the label of food products.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the second unit (Yummy Breakfast) of the textbook. The EFL teacher lists the foods and drinks given in the textbook and explains examples of routines from around the world in different countries and cultures by showing some visuals in the company of a reading text. After giving the kinds of routine works, the teacher gives the new words about awakening, breakfast, lunch, dinner, studying, doing housework, sleeping, etc., which are among the things people regularly do in daily life. The students are asked to review the articles. The EFL teacher reminds the students likes/dislikes expressions and accepting/refusing statements. She asks the students to match the likes/dislikes expressions and accepting/refusing statements properly. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows example sentences and gives the expressions of likes/dislikes regarding opinions and statements of accepting/refusing regarding suggestions.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down a piece of describing the national foods and drinks,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- review a descriptive paragraph about food and drinks with its characteristics of person-place-time triad,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'description of local foods and drinks' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level.

Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a daily review about it using the newly learnt paragraph writing technique 'type of description' to write a review, which is 'description of foods and drinks in Turkey' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help students in their writing process. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how. After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the course instructor begins to organize the outline of the sample writing task. The students decide on the topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a descriptive paragraph such as giving information about specific names, venue, time, and how-to-do details. Following this, she asks them to write down their own outlines and tasks individually. Finally, the EFL teacher is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions
- complete writing the final draft of their writing tasks
- publish their writing tasks with the audience on an online platform
- develop their writing skills

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the course instructor directs them to summarize what they have learned on this lesson hour from the beginning to the end. The EFL teacher also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to *other cultures* that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. Lastly, by hoping to see them on the next Saturday (or Sunday if any case), she announces that the class is dismissed.

WEEK 4: LAYING THE GROUND (6th GRADE – UNIT 2: YUMMY BREAKFAST)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' foods and drinks,
- develop their speaking and writing skills regarding daily regular activities,
- develop skills to speak about the food and drink preferences related to other cultures,
- use the expressions of likes/dislikes properly,
- use the statements of accepting/refusing properly,
- consolidate word knowledge about the label of food products.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the second unit (Yummy Breakfast) of the textbook. The EFL teacher lists the foods and drinks given in the textbook and explains examples of routines from around the world in

different countries and cultures by showing some visuals in the company of a reading text, which also enhances commenting on food products. After giving the kinds of routine works, the teacher reminds them of the words such as awakening, breakfast, lunch, dinner, studying, doing housework, sleeping, etc., which are among the things people regularly do in their daily lives. The students are asked to review the articles. The EFL teacher reminds the students of likes/dislikes expressions and accepting/refusing statements. She asks the students to match the likes/dislikes expressions and accepting/refusing statements properly. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows example sentences and gives the expressions of likes/dislikes regarding opinions and statements of accepting/refusing regarding suggestions.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down a piece of describing international cuisines with its theme and characters,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,

- review an expository paragraph about food and drinks with its characteristics of person-place-time triad,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'expository of traditional dishes across international cuisines' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level.

Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a daily review about it using the newly learnt paragraph writing technique 'type of description' to write a review, which is 'description of foods and drinks in Turkey' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phrases with conjunctions that can help students in their writing process. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how. After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the

relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the course instructor begins to organize the outline of the sample writing task. The students decide on the topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a descriptive paragraph such as giving information about specific names, venue, time, and how-to-do details. Following this, she asks them to write down their own outlines and tasks individually. Finally, the EFL teacher is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content

- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions
- complete writing the final draft of their writing tasks
- publish their writing tasks with the audience on an online platform
- develop their writing skills

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the course instructor directs them to summarize what they have learned on this lesson hour from the beginning to the end. The EFL teacher also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to *other cultures* that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the

taught lesson today and the given homework. Lastly, by hoping to see them on the next Saturday (or Sunday if any case), she announces that the class is dismissed.

WEEK 5: LAYING THE GROUND (6th GRADE – UNIT 3: DOWNTOWN)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,

- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' cities,
- develop their speaking and writing skills about the actions happening now,
- develop skills to speak about the places/landmarks related to other cultures,
- make comparisons between two things,
- compare their hometown with another city,
- consolidate word knowledge about cities characteristics across the world.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the third unit (Downtown) of the textbook. The EFL teacher lists places located in a city or village given in the textbook and explains examples of landmarks from around the world in different countries and cultures by showing some visuals in the company of a reading text, which also enhances commenting on these global cities. After giving the kinds of routine works, the teacher introduces the words/phrases reflecting the actions happening now, which are among the things people are currently doing in the present time. The students are asked to review the articles. The EFL teacher reminds the students of comparisons and the structure of comparatives in a given sentence. She asks the students to make comparisons of their hometown and another city that they have chosen. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows sample sentences and gives the expressions of comparisons regarding different cities across the globe.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down a piece of describing international cuisines with its theme and characters,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- review an expository paragraph about food and drinks with its characteristics of person-place-time triad,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- reflect on a comparison of a local and international famous landmark in written format.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing an expository

report on famous landmarks' in comparison to its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages about public buildings in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level. Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a reflection about it using the newly learnt technique to 'write an expository reflection on a local and international famous landmarks'. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report such as giving information about famous landmarks in intro-body-conclusion sentences. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,
- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings

back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to *other cultures* that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The teacher asks students to think about they desire to see touristic places around the world. They will also bring some interesting information to the classroom because next week they will study about urban places as well. Lastly, by hoping to see them on the next Saturday (or Sunday when suitable), she announces that the class is dismissed.

WEEK 6: LAYING THE GROUND (6th GRADE – UNIT 3: DOWNTOWN)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cultures' cities,
- develop their speaking and writing skills about the actions happening now,
- develop skills to speak about the places/landmarks related to other cultures,
- make comparisons between two things,

- compare their hometown with another city,
- consolidate word knowledge about cities characteristics across the world.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the third unit (Downtown) of the textbook. The EFL teacher lists places located in a city or village given in the textbook and explains examples of landmarks from around the world in different countries and cultures by showing some visuals in the company of a reading text, which also enhances commenting on these global cities. After giving the kinds of routine works, the teacher introduces the words/phrases reflecting the actions happening now, which are among the things people are currently doing in the present time. The students are asked to review the articles. The EFL teacher reminds the students of comparisons and the structure of comparatives in a given sentence. She asks the students to make comparisons of their hometown and another city that they have chosen. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows sample sentences and gives the expressions of comparisons regarding different cities across the globe.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- make comparisons about cities in written format,
- state their opinions on their favorite famous landmark-to-see in written format.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing an expository report on famous landmarks by stating personal opinions' with its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages about both national places and international landmarks in their worksheets, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level. Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a reflection about it using the newly learnt technique to 'write an expository reflection on a local and international famous landmarks'. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report such as giving information about famous landmarks in intro-body-conclusion sentences. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,

- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,
- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to other cultures that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them

to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The teacher asks students to search for the weather conditions happening in their immediate environment and other countries. They will also bring some interesting information to the classroom because next week they will study about the weather and emotions. Lastly, by hoping to see them on the next Saturday (or Sunday when suitable), she announces that the class is dismissed.

WEEK 7: LAYING THE GROUND (6th GRADE – UNIT 4: WEATHER AND EMOTIONS)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cities' weather conditions across the world,
- develop skills to speak about the weather conditions related to other cultures,
- compare weather conditions and temperatures of different cities,
- compare their hometown with another city's weather conditions,
- consolidate word knowledge about characteristics of emotions,
- comment on a city's or a country's weather conditions through emotions.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the fourth unit (Weather and Emotions) of the textbook. The EFL teacher lists typical emotions and weather conditions appeared in a city or a country given in the textbook and explains types of weather conditions from around the world in different countries and cultures by showing some visuals in the company of a reading text, which also enhances commenting on these cities' weather forecast. The students are asked to review the articles. The EFL teacher reminds the students of comparisons and the structure of comparatives in a given sentence. She asks the students to make comparisons of their hometown and another

city's weather conditions that they have chosen. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows sample sentences and gives the expressions of emotions and comparisons regarding different cities' weather forecast.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- make comparisons about cities in written format,
- report on local/foreign weather conditions by using different emotions in written format.

In this part, the EFL teacher takes the stage during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing a comparative report on local/foreign weather conditions with its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages about both local and foreign weather conditions across the world in their worksheets, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level. Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a reflection about it using the newly learnt technique to 'write an expository reflection on a local and foreign weather conditions' by using various emotions. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report such as giving information about local/foreign weather conditions in intro-body-

conclusion sentences comparatively. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,
- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their

mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to other cultures that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The teacher asks students to search for the global actions taken for protecting the environment. They will also bring some interesting information to the classroom because next week they will continue studying about the currently-learned unit. Lastly, by hoping to see them on the next Saturday (or Sunday when suitable), she announces that the class is dismissed.

WEEK 8: LAYING THE GROUND (6th GRADE – UNIT 4: WEATHER AND EMOTIONS)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- improve their linguistic and general world knowledge about other cities' weather conditions across the world,

- develop skills to speak about the weather conditions related to other cultures,
- compare weather conditions and temperatures of different cities,
- compare their hometown with another city's weather conditions,
- consolidate word knowledge about characteristics of emotions,
- mention about a city's or a country's weather forecast on which s/he determines.

The EFL teacher warmly greets the students and gives a brief explanation of the lessons available. She says that English lessons will include much more about English and other cultures and will be taught by adding culture to the language lessons of the fourth unit (Weather and Emotions) of the textbook. The EFL teacher lists typical emotions and weather conditions appeared in a city or a country given in the textbook and explains types of weather conditions from around the world in different countries and cultures by showing some visuals in the company of a reading text, which also enhances commenting on these cities' weather forecast. The students are asked to review the articles. The EFL teacher reminds the students of comparisons and the structure of comparatives in a given sentence. She asks the students to make comparisons of their hometown and another city's weather conditions that they have chosen. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows sample sentences and gives the expressions of emotions and comparisons regarding different cities' weather forecast.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- make comparisons about cities in written format,
- present a city's or a country's weather forecast on which s/he determines including visuals in written format.

In this part, the EFL teacher takes the stage during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing a comparative report on a city's or country's weather forecast on which s/he determines' with its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages about both local and foreign weather forecast across the world in their worksheets, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level.

Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and write a reflection about it using the newly learnt technique to 'write a comparative report on a city's or country's weather forecast' by using various emotions. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report such as giving information about local/foreign weather conditions in intro-body-conclusion sentences comparatively. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,
- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She

also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to other cultures that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The teacher asks students to search for the global actions taken for protecting the environment. They will also bring some interesting information to the classroom because next week they will continue studying about the currently-learned unit. Lastly, by hoping to see them on the next Saturday (or Sunday when suitable), she announces that the class is dismissed.

WEEK 9: LAYING THE GROUND (6th GRADE – UNIT 5: AT THE FAIR)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,
- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- read specific information on a poster about a certain place,
- improve their linguistic and general world knowledge about other cultures' types of festivals,
- develop their speaking and writing skills,
- develop skills to speak about local and international festivals,
- express the feelings and personal opinions about places and things at a fair/fun fair,
- consolidate world knowledge about festivals aligned to other cultures,
- tell the events in a festival.

The teacher warmly welcomes the students and gives a brief explanation of the lessons available throughout the week. Those English lessons will be studied by combining the culture of language lessons. She says that the textbook will deal with much more content about English and other cultures and 5th unit (At the Fair). The EFL teacher

gives the types of festivals given in the textbook and shows the local and international organizations around the world by showing some pictures. After giving the types of festivals in Turkey and the ones around the world, the EFL teacher introduces new vocabulary about festivals and the things found in a fair/fun fair. After showing the flashcards, the teacher shows the students' articles about festivals with related pictures and words. Students are asked to review the articles. She also requests them to match feasible statements with given situations. They do this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher gives the examples on a poster illustrating fun fair equipment, and she asks them to express their feelings and personal opinions concerning places and fun fair rides on the poster. She also asks them to compare and contrast the similarities and differences between the local and international festivals from other cultures around the world in order to enable them to have otherness and empathy sense and think from another perspective.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,

- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- make comparisons about cities in written format,
- compare and contrast the similarities and differences between the events in a local/international festival in written format.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing an expository report on local and international festivals' with its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level. Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and 'write an expository report on the events taken place in a local/international festival' using the expository writing technique. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing

task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report on the types of festivals such as giving information about venue, time, person and how-to-do details. Following this, the EFL teacher asks them to write down their own outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,

- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to other cultures that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The teacher asks students to search about their favorite festival for celebration in detail. They will also bring some interesting information to the classroom because next week they will continue studying about the currently-learned unit. Lastly, by

hoping to see them on the next Saturday (or Sunday when suitable), she announces that the class is dismissed.

WEEK 10: LAYING THE GROUND (6th GRADE – UNIT 5: AT THE FAIR)

Class Profile

Type of Student: Young EFL students

Age: 11-12 years of age range

Proficiency Level: Beginner (A1)

Class Size: 15

Estimated Duration of the Lesson Hour: 60 minutes (1 p.m. to 2.10 pm. on Saturdays online (1 p.m. - 1.30 p.m. and 1.40 p.m. - 2.10 p.m.), but implementation may be conducted on Sundays when needed – 10 minutes indicates the lesson break.)

Materials: Flashcards, pictures, a reading text photocopy about daily routines in different countries, smart board and a video about parties, PowerPoint slides, videos, handouts, textbook and the compile for sample written works for writing development.

PRE-WRITING PHASE

Time: 25 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this warm-up session, the students will be able to:

- expand their vocabulary about the target culture through associograms,

- comment on the topics of the culture-oriented videos and reading texts cooperatively,
- enhance their note-taking abilities,
- foster their creativity for writing via written and oral prompts,
- read specific information on a poster about a certain place,
- improve their linguistic and general world knowledge about other cultures' types of festivals,
- develop skills to speak about their favorite festivals,
- consolidate world knowledge about festivals aligned to other cultures,
- express their likes/dislikes and feelings,
- describe certain places,
- state their personal opinions orally,
- develop their speaking and writing skills.

The teacher warmly welcomes the students and gives a brief explanation of the lessons available throughout two weeks. Those English lessons will be studied by combining the culture of language lessons. She says that the textbook will deal with much more content about English and other cultures and 5th unit (At the Fair). The EFL teacher gives the types of festivals given in the textbook and shows the local and international organizations around the world by showing some pictures. After giving the types of festivals in Turkey and the ones around the world, the EFL teacher introduces new vocabulary about festivals and the activities generally taken place in festivals. She also asks about her students' favorite festivals for celebration, and the students are expected to share their likes and dislikes regarding festivals. After showing the flashcards, the teacher shows the students' articles about festivals with related pictures and words. Students are asked to review the articles. She also requests them to match feasible

statements with given situations. They do this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher gives the examples in a text illustrating a local/traditional festival in a foreign country, and she asks them to express their feelings concerning the activities in the text. She also asks them to state their personal opinions about the local and international festivals from other cultures around the world in order to enable them to have otherness and empathy sense and think from another perspective.

WHILE-WRITING PHASE

Time: 20 minutes

Setting: Whole class, individual work

Interaction Types: T=>C

C=>T

Ss=>Ss

Objectives

At the end of this while-writing session, the students will be able to:

- brainstorm collaboratively on the appropriate topics for the related writing task they have learnt,
- write down the outlines of their writing tasks individually,
- complete writing the first drafts of their writing tasks,
- proofread their writings that they have written for fluency, vocabulary, grammar, style, mechanics and intercultural content,
- improve their linguistic and general world knowledge about other cultures,
- develop their writing and speaking skills,
- reflect on their favorite festival for celebration in written format.

In this part, the EFL teacher takes the stage for during writing phase of the lesson hour. She introduces the new writing task of the week, which is 'writing an expository reflection on their favorite festival' with its different types through their basic characteristic features and phrases with conjunctions that can help students in their writing process. Then, she asks students to open the related pages in their textbooks, so that they can go over the sample written scripts. They also view the sample tasks on the related pages on their textbooks and on the interactive book on the screen. She asks them to read the sample paragraphs selected among the sample writing assignments from different cultures and nationalities using English as a Lingua Franca (ELF) on the screen. In this regard, students can both see the written language from both sides, which addresses to native and non-native writers of English in elementary proficiency level. Subsequently, she asks students to brainstorm on what topic(s) they can make an outline and 'write an expository reflection on their favorite festival for celebration' using the expository writing technique. While doing this, she also jots down answers to the questions beginning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample outline, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students concentrate on these ideas and combine them in an interrelated manner, the EFL teacher begins to organize the outline of the sample writing task. The students decide on the intercultural topic and choose the type of outline, which is the phrase outline on this occasion. In a collaborative way, they form the outline, and the EFL teacher writes down the outline on the interactive board to view it in a systematic manner. As a whole class activity, the sample first draft is written by the help of students. What the EFL teacher does as a facilitator is to eliminate redundant details and put the necessary ones if needed. She also reminds them of the features belonging to writing a report on the types of festivals such as giving information about venue, time, person and how-to-do details. Following this, the EFL teacher asks them to write down their own

outlines and tasks individually. Finally, the instructor is able to continue with the post-writing phase of the lesson hour.

POST-WRITING PHASE

Time: 15 minutes

Setting: Whole class, pair work, individual work

Interaction Type: T=>C

C=>T

Ss=>Ss

S=>S

Objectives

At the end of this post-writing session, the students will be able to:

- edit their peers' papers collaboratively in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- edit their own papers individually in terms of fluency, vocabulary, grammar, style, mechanics and intercultural content,
- add phrases to make the writing task flow smoothly through cohesion markers and conjunctions,
- complete writing the final draft of their writing tasks,
- publish their writing tasks with the audience on an online platform,
- develop their writing skills.

In this step of the writing process, the EFL teacher asks the students to share the written texts with their peers. Through this session of peer-correction, the students have a role of the peer-editor. Thus, they are able to communicate with themselves and spot their mistakes by analyzing each other's papers. After this, the EFL teacher collects the first

drafts of their students' written texts. She proofreads the papers with the phase of post-teacher editing and makes the necessary corrections. Then, she distributes the writings back to the students online and asks them to share the final drafts of their written texts, which are the corrected versions, with the audience on the online class blog where they publish their works weekly in a consistent manner. Henceforth, students can learn from each other on a digital platform outside the classroom by retrieving what they have learnt inside the classroom. This publishing process with multiple readers and viewers also substitutes the one part of the weekly given homework.

As the follow-up activity, an oral discussion is conducted about what they have written in their writing tasks as the content. Afterwards, the EFL teacher directs them to summarize what they have learned on this lesson hour from the beginning to the end. She also clarifies the points which are not understood well by the students. After this reflective opinion-sharing phase is finished, she gives the second part of the weekly homework. It includes critical reading related to other cultures that she posts the sample texts on the classroom online platform for their extra-curricular extended learning. She also asks them to examine the related chapter on their textbook. Then, the EFL teacher asks whether there is something unclear in a general sense regarding both the taught lesson today and the given homework. The EFL teacher thanks all the students for the efforts they have performed. Lastly, she announces that the class is dismissed. Lastly, she announces that the class is dismissed.

APPENDIX-G: Ethics Committee Approval-1

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük



Sayı : E-35853172-300-00001593184
Konu : Özge COŞKUN Hk. (Etik Komisyon İzni)

2.06.2021

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 13.04.2021 tarihli ve E-51944218-300-00001537707 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Doktora programı öğrencisi **Özge COŞKUN**'un Dr. Öğr. Üyesi İsmail Fırat **ALTAY** sorumluluğunda yürütülen "**Türk Ortaokul YDİ Sınıflarında Portfolyo- Tabanlı Yazma Etkinlikleriyle Kültürlerarası Farkındalığı Geliştirme**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 27 Nisan 2021 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX-H: Ethics Committee Approval-2



T.C.
ANKARA VALİLİĞİ
Millî Eğitim Müdürlüğü



Sayı : E-14588481-605.99-28705569
Konu : Araştırma İzni

29.07.2021

HACETTEPE ÜNİVERSİTESİNE
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/2 sayılı Genelgesi.
b) 08.07.2021 tarihli ve 00001655218 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencisi Özge COŞKUN'un "Türk Ortaokul YDI Sınıflarında Yazma Etkinlikleriyle Kültürlerarası Farkındalık Geliştirme" konulu çalışması kapsamında İlimiz Altındağ İlçesine bağlı ortaokullarda uygulama yapma talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Millî Eğitim Temel Kanunu ile Türk Millî Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

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APPENDIX-I: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
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- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(05)/(07)/(2024)

Özge Coşkun

APPENDIX-J: Thesis/Dissertation Originality Report

02/07/2024

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: Developing Intercultural Awareness through Portfolio-Based Writing Activities in Turkish Secondary EFL Classrooms

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Student No.: N18142978

Department: Foreign Language Education

Program: English Language Education

Status: Masters Ph.D. Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
(Assoc. Prof. Dr., İsmail Fırat Altay)

APPENDIX-K: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikrî mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- O Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. ⁽¹⁾
- O Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren ... ay ertelenmiştir. ⁽²⁾
- O Tezimle ilgili gizlilik kararı verilmiştir. ⁽³⁾

05/07/2024

Özge COŞKUN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6. 1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
 - (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
 - (3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
- Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

*Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir

