

The Impacts of Portfolio-Based Writing Activities upon Enhancement of Intercultural Awareness in Secondary EFL Settings

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ABSTRACT

The current research presents the findings of the investigation that pursued to scrutinize the rapport between the explicit teaching of culture in writing-focused lessons and Intercultural Awareness (ICA) development in Turkish secondary EFL classrooms and reflect the students' viewpoints on ICA development. The data were collected from a total of 84 sixth- and eighth-grade students throughout ten weeks in the fall semester of 2021-2022 academic year. The triangulation of data collection was provided via quantitative and qualitative findings in a mixed-methods research design. While the quantitative data was gathered via an adapted version of an analytic writing assessment rubric, the qualitative data was collected through semi-structured interviews conducted. Descriptive and inferential statistics were operated for the analyses of quantitative data, and content analysis was performed for the qualitative data. Concerning ICA development, the quantitative results indicated that the experimental groups who experienced direct teaching of culture were substantially superior over the control groups who had standard teaching of culture in writing parts of elementary English lessons. Secondly, eighth-grade experimental group students' writing achievement scores given to the written assignments in portfolios were slightly more superior than those of their sixth-grade experimental counterparts. The qualitative findings demonstrated that secondary EFL students shared their background knowledge and experiences together with engendering a positive attitude towards ICA enhancement through developing writing skills. The results will function as amendments for the writing sections of secondary EFL lessons and curriculum development.

Keywords: Culture teaching, intercultural awareness, assessment of writing skills, secondary EFL learners.

INTRODUCTION

Enhancing the awareness of interculturality, empathy and respect are among the core tenets for leading an adaptive life in the rapid-fire mobilized and globalized world. In an attempt to eliminate the psychological barriers and cultural stereotypes, the development in ICA can play a pivotal role in human interaction and skills development (Abrams, 2002). The main objective is to get the individuals noticed that different cultures germinate (Choi, 2003; Wright, 2000). As part of FL education, cultural awareness activities in a foreign language (FL hereafter) course should be integrated. According to Tomlinson and Masuhara (2004), they both raise the educational value of the lesson and facilitate FL acquisition. Notwithstanding, there is no concrete literature that particularly investigates the behavioral aspects of intercultural communicative competence (ICC hereafter) concerning ICA development through writing skills improvement. In default of research utilizing experimental and control groups assessing the three key aspects of ICC, which are known as *knowledge*, *skills* and *attitudes* (Byram, 1997b), the present study also seeks to bridge this gap in the up-to-date literature regarding ICA development through assessing writing skills.

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. Even though there is a growing demand in conducting studies that have integrated culture teaching into FL assessment and revealed significant profits

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regarding personal and social growth in a large amount of qualitative research, the quantitative studies that display the available situations in secondary EFL classrooms is relatively inadequate. This present 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 development of ICA among secondary EFL students. In order to corroborate the collected data, students' writing performance through ICA development in portfolios and their reflections on ICA are also investigated.

As Schulz (2009) stated, effective instruction is a prescription to sustained academic success for learners. It is not be neglected that effective teaching and assessments are intersectional (Brown, 2000). In this respect, the significance of the study is based on its characteristics of being preliminary in assessing development of ICA following the actual practices of writing lessons in a Turkish secondary education context. When analyzing research administered in this particular field, there is still unresolved dimension in the ways to assessment of culture teaching which requires extensive inspection in Turkish elementary school environments. In quest of theoretical body of the current study administered, it sought to unfold answers to the following research questions:

1. How should writing-based portfolios be implemented in raising ICA by secondary EFL learners?
2. 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?
3. 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?
4. 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?

In brief, this current investigation seeks to examine the quantitative assessment of student writing performances and qualitative assessment of student reflections in culture teaching and cultural acquisition.

LITERATURE REVIEW

Teaching Culture in EFL Classrooms

Because of the fact that culture is constantly evolving and changing, it is a both quantitative and qualitative scale of values and societies. In this respect, it can be stated that the

status of a largely-used language sticks to its relevant culture. With the aim of enhancing learners' acquisition of and comprehension for global issues and languages pertaining to other countries, their language proficiency can be flourished through connecting other cultures with their native culture (Moore, Rizzi & Ristanio, 2012). Kim (2002) addresses to the need for integration of culture into EFL lessons by proposing samples of actual lesson plans supplemented with newly-designed teaching materials. Çakır (2006) argues that FL students express that they have a command of the language rules, but they are not able to use the language sufficiently all the time since they do not have adequate amount of knowledge regarding the target culture. On condition that that textbooks are designed with the content-based approach involving in global issues, it provides learners with thinking and reflecting on the topics they focus on (Davari, Iranmehr & Erfani, 2013).

Lessard-Clouston (1997) denotes that the view of teaching culture be taught in an explicit manner. In the phase of teaching target culture and other cultures, audio-visual aids, handouts, newspapers, websites, movies, videos, games, songs, poems, short stories, dramas and other authentic materials from literature can be utilized to illustrate cultural differences and similarities (Sarıçoban & Çalışkan, 2011). Numerous activities that stimulate learners' interests and participation such as doing role-plays, reading narratives and making discussions, studying the impacts of geography or history on a specific target culture represent great opportunities for learners to come through cultural anxiety (Brdarić, 2016). These may help learners flinch from extreme cultural restrictions, which supplies perceiving the world through a different angle in the social environment. Specifically for young learners, Çakır and Güngör (2017) offer that EFL teachers could benefit from various educational websites such as learnenglishkids.org, bbclearning.com, busyteacher.com, youtube.com. can be given as some basic examples of the most-rated websites by the users.

Development of Intercultural Awareness

Even though the necessity of interactive communication in view of the breakthrough in technology and flourishing globalization with various facilities through travelling, working overseas and studying abroad, it has been deduced that the culture teaching has still been kept in the background in FLT. Raising learners' ICA and supplying them with attaining cultural experiences is an of-choice labor for FL teachers. In this aspect, one of the major challenges during presenting of ICA together with language teaching is the methodology selection. Lessard-Clouston (1997) indicates that integrating learners' experiences and their background

knowledge in the language teaching activities is of capital importance since the linguistic and cultural diversity of a class is a treasurable resource. Hence, the requirement for a more contextual and comprehensive approach has come to the stage in FL classrooms. Concordantly, Crozet and Liddicoat (1999) propose Intercultural Language Teaching (ILT) as a contemporary approach to language education in that culture ought to be taught explicitly, which advocates the perspective that language use is exceptionally cultural through experiential learning. For instance, students could practice the ways of eating habits belonging to other cultures. With the intention of forming mutual empathy and dispelling misunderstandings, doing experiments, making discussions through visual aids, FL classrooms go beyond being a place where only the FL is taught. As Lessard-Clouston (1997) notes, evaluation of both language and culture learning endows with giving favorer feedback and keeps teachers accountable in their own professional experiences.

Exerting the cultural insights into the lesson planning and choice of teaching materials lie at language educators' doors. An intercultural curriculum is comprised of literary outputs, media-related and cultural texts of the target language that promote cultural diversity to be nurtured (Lavrenteva & Orland-Barak, 2015). Oral discussions and role-plays are also among the activities that are applied since students are considered to transmit their opinions and perceive the world through the eyes of a foreigner. Likewise, authentic visuals could help students' memory be activated with producing more ideas prior to the speaking and writing outputs (Sert, 2006). Produced from Communicative Approach (CA), Richards and Rodgers (2014) mentioned that one of the center points of CBI and CLIL is to inclose specific importance to the ICA development. This may be displayed through written texts such as newspapers and magazines attached to students' future area of expertise that reflect diverse cultural realities and dimensions from other target countries. Kumaravadivelu (2003) also embellishes that the post-method pedagogy involves the prerequisites of teacher agency through developing a critical approach to self-observation, analysis and evaluation of their teaching implementations albeit the academic and administrative restrictions appointed by curriculum and institutions. Overall, raising and mastering ICA is the premise for managing intercultural relationships especially for those who live, study or work away from their home countries, ICA is of vital importance to surviving in this multicultural world.

Portfolio Assessment

As one of the basic definitions concerning what it stands for, a portfolio is a goal-directed collection of student outputs that

supplies a slice of a learner's efforts, progress, and achievement longitudinally (Paulson, Paulson & Meyer, 1991). As part of being a version of formative assessment, portfolio assessment of writing deals with diverse types of writing samples that are created in-class and out-of-class time by student writers; therefore, they are thought to establish authority over their autonomous learning (Song & August, 2002). Portfolio use both augments students' comprehension in learning new skills through progression and contributes into students' learning from their own mistakes by zooming more on the process (Meyer & Tusin, 1999). Aydın (2010) illuminates the students' perceptions about portfolio use, and he found the following two pioneer results: (1) portfolio keeping in EFL writing is useful in improvement of linguistic knowledge such as vocabulary and grammar, and literacy skills such as research, reading and writing skills, (2) EFL writing students encounter with some problems in pre-writing tasks, feedback and rewriting processes and while keeping portfolios, they hold it is boring, tiring and time-consuming.

By the nature of alternative assessment, which can be portfolios, observations, oral interviews, story retellings, writing projects, peer or self-assessment, it warrants teachers to assess their students continuously, notice task difficulty and learners' mastery levels. As Hamp-Lyons and Condon (2000) uttered, while assessing writing portfolios, *collection-reflection-selection* cycle supplies learners with consciousness about what and what to do if the provided feedback is prevailing and constant. Henceforth, they have also the content validity in supplying to attain the academic obtainment (Ataman & Mirici, 2017). In the context of learning intercultural topics and experiencing extensive critical thinking, portfolios have many positive sides, such as academic success, assertive attitudes towards the course, sense of accountability, creativity and practical skills (Alan & Sünbül, 2015). Generally speaking, writing portfolios could be useful in EFL classrooms as a handy technique for teaching, learning and assessment. Nonetheless, it might be claimed that age, gender, affective factors and background knowledge can alleviate the impacts of portfolio assessment on writing and its sub-skills (Tabatabaei & Assefi, 2012).

METHOD

Research Design

This mixed-methods-centered quasi-experimental study with two sixth-grade and two eighth-grade experimental and control groups essentially aims to determine whether the culture-immersed FL teaching through completion of portfolio assessment would improve young EFL learners' writing achievement scores within a longitudinal and cross-

sectional scrutinization. In order to pursue the teaching effectiveness of intercultural sessions in the writing parts of English lessons and reflecting on students' experiences concerning ICA, semi-structured interviews were administered.

Setting and Participants

The teaching treatment phase of the research was carried out in one setting. The venue was located at two sixth- and eighth-grade EFL classrooms of a Turkish-medium state lower secondary school in Ankara, the capital of Türkiye. The selection of the participants was managed through convenience and purposive sampling. Although this strategy can save time, money and effort at the expense of credibility, it is mostly efficient since the researcher selects people as participants who are available (Miles & Huberman, 1994). Under the less-than-ideal circumstances, time limitations, financial constraints and impacts of the COVID-19 pandemic, the researcher opted for using this type of sampling.

During the fall semester of 2021-2022 educational year, 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. The focus groups from sixth- ($n=23$) and eighth-grade ($n=20$) experimental groups included 43 students while sixth- ($n=22$) and eighth-grade ($n=19$) control groups included students. The students' age ranged from 11 to 14. Aside from the participant immigrants ($n=2$), who were one Iraqi Turkmen and one Tunisian student, and refugee students ($n=6$) who were one Syrian and five Afghan students migrated to Türkiye due to the political and economic reasons, most of the students owned the Turkish nationality ($n=76$). It was reckoned that the language proficiency level of sixth-graders was A1 and the eighth-graders' was as A2 in English, which was based on four basic skills and checked as beginner level of CEFR benchmarks. Four of the participant students had different L1, which were Arabic, Iraqi Turkmen and Afghan language. Their English language proficiency was roughly equal as part of the placement test applied by the researcher at the end of September 2021.

Data Collection Procedures

Even though the current study conducts the assessment of cultural content development through using a rubric and interviews with volunteer participants for deeper details into the inquiry, the research is basically centered upon the treatment sessions of direct and standard way of culture teaching in four writing classrooms. Hence, the permission from Hacettepe University Ethics Commission for the ten-week-treatment and MoNE for the applied teaching implementation phase, student and parent consent forms

for participation was received. The adaptation consent for the analytic writing rubric consent was obtained through e-mail. The brief information about the study was provided for students and parents by the teacher-researcher following the attainment of the permission from school administration and related ministry department. It was informed that the collected data would be used solely for the aims of the study. The quantitative data were gathered from the end of September 27 to the middle of December 12, 2021 while the qualitative data were collected between December 13 and December 17, 2021.

Data Collection Tools

Adapted Analytic Writing Assessment Rubric: In the intended rubric for use, criteria parts were adapted through East (2009)' study. Since the heart of this research is based on assessing ICA of the participants, the benchmark named as *Content Development of Cultural Sense* was merely evaluated by the researcher and a field rater. This benchmark was separated 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 defined. According to East (2009)'s study, it was unveiled that a respectively high level of consensus and consistency regarding the inter-rater reliability concerning the measure of agreement by a correlation coefficient of .86 ($p < .001$) was demonstrated. For the final awarded scores of 16 scripts, intra-rater reliability regarding the measure of agreement by a correlation coefficient of .87 ($p < .001$) was exhibited.

Weekly-Written Assignments. The implementations of culture teaching in experimental groups were applied in the warm-up session of the writing lessons. The normal flow of the teaching lessons for writing parts in the control group was continued by the same EFL teacher-researcher. The used book in all four groups was belonged to the MoNE (2021a; 2021b), which describes the essentials in EFL communication in an elementary level. A compile with multiple samples of paragraphs and various sample student assignments were also exploited. The part of oral discussions, which aimed at uncovering the students' thoughts about other cultures and incidents, was conducted about the materials and topics prior to and end of each lesson. Following the teaching implementations that were fulfilled in weekly-live lessons on the platform of Zoom, the writing assignments, which were based on the writing methods that students had learnt, were collected each week. The writing methods were centered upon paragraphs which were also investigated in the coursebook by Demirezen (1993). They were respectively listed as Listing Specific Details, Using Examples, Classification, Cause and

Effect, and Comparison and Contrast. The difficulty degree of the methods was attuned according to the students' cognitive capacities and proficiency levels in terms of brainstorming, planning, outlining, drafting, editing and submitting processes.

Semi-Structured Interview Transcripts. The interviews were administered with solely the volunteer experimental group students following the teaching practices of standard and direct teaching of culture in elementary online writing lessons. Ten interview questions, which was prepared by the teacher-researcher, were posed to the students. The instrument items would have replicability by means of constancy in students' age, curriculum selection, and teaching methodology (Nunan, 1992). Concurrent and predictive validity were determined because the study supplied the assumption regarding the data in that high levels in FL proficiency of students did seem to estimate specific positive attitudes towards other cultures whereas positive attitudes towards other cultures did not invariably presume high levels of FL proficiency (Moloney, 2007).

Data Analysis

With the triangulation of data collection procedures (Muijs, 2010), the statistical procedures performed for the quantitative part and coding themes procedures run for the qualitative part of the current study were displayed. Descriptive and inferential statistical procedures for the quantitative data were administered using SPSS Statistics 22.0. Through administering either Kolmogorov-Smirnov test or Shapiro-Wilk test, a test of normality was exerted. Although the total number of the participants of the study was more than 50 ($N=84$), because the number of the participants in the present research were less than 50 in each group of experimental and control groups ($NE1=23$; $NC1=22$; $NE2=20$; $NC2=19$), the sample size was considered as a small one. Hence, it would be more appropriate to center upon analyzing Shapiro-Wilk's results which revealed that the writing achievement scores were not normally distributed ($p < .05$). Therefore, non-parametric tests were operated in this study.

The first research question was examined through transcription and qualitative content analysis where manual coding was employed to label the themes, patterns and connections between ideas. 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 2-4, descriptive statistics and inferential statistics analyses were performed. They were analyzed by using descriptive statistics that include minimum and maximum scores, median scores and standard deviation and inferential statistics that consists of Mann

Whitney-U test and Cohen's d (1998) effect sizes in order to specify the direction of the difference regarding which group between the experimental group and its counterpart was higher (Pallant, 2010).

FINDINGS

To start with the first research question, by experiencing the implementation process of the current study, 32 volunteer participant student interviewees accompanied with 10 interview items commented on their attitudes towards world cultures as well as the target culture, intercultural teaching and ICA. Thematic content analysis was performed. Emerging codes were categorized into the related sections to form themes. The themes and their sub-themes were illustrated and the ones that had the highest frequency in proportion were explained. Among the sub-themes extracted, the interviewees' sample quotations that shed light on the research question most were also given to unveil the students' viewpoints towards adopting portfolio-immersed lessons on the way of developing students' ICA in the EFL writing skills parts.

Student Interview Question 1: *What is your definition of culture?* All of the interviewees stated their own definitions through retrieving their background knowledge about the culture as a term. The remarks below shed light on the present research question:

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. (I4 – Sub-theme-1: Culture refers to traditional and unique similarities allocated at a national level.)

Generally speaking, it was noted that the participants spoke with a single voice about culture regarding the way of life within a society as a concept.

Student Interview Question 2: *Have you ever been to a foreign country?* All of the participants shared their ideas on whether they have ever travelled to any foreign country. A iterative point among the participants was that 24 of 32 interviewees had not travelled to any foreign countries but were willing to do it (75%) in whom 16 of them expressed their touristic visit purposes (50%), four of them mentioned about their educational goals (13%), three of them remarked their plan for living abroad (9%) and one of them told her wish for work experience (3%).

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-3: Touristic aims)

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: I7 – Sub-theme-3: Educational aims)

Ultimately, the fact that the participants addressed to various countries with their eagerness for visiting them depicts their senses of wonder about the intercultural diversity.

Student Interview Question 3: *From your perspective, what does intercultural awareness refer to?* It was noticed that nine of them uttered that ICA was related to evaluating self-awareness in the level of modification of their perceptions about other cultures and their capability level of demonstrating their cultural competence as the fifth skill (28%). Eight of them mentioned about ICA as a concept of broadening their cultural perspectives (25%). Evenly, eight of them clarified that it attributed to labelling cross-cultural similarities and differences between their own cultures and the other's (25%).

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. (I16 – Sub-theme-2: ICA refers to labelling cross-cultural similarities and differences.)

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: ICA is related to perceiving intercultural similarities and differences.)

Student Interview Question 4: *Which benefits have you experienced after direct teaching of culture during English writing lessons?* It was regarded that nine of the students talked about the differentiation in their world views concerning their own culture and other cultures (28%). Evenly, nine of them stated that they came across the improvement at their writing skills from forming a sentence to editing a paragraph (28%).

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: General knowledge enhancement)

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: Additional language skills & domains development)

Student Interview Question 5: *What kind of topics have you written in your weekly written tasks?* 25 of the interviewee participants mentioned about the traits of international cultures (78%) while 23 of them addressed to the diverse features of Turkish culture in their writing assignments (72%).

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. (I9 – Sub-theme-3: Affiliated topics with curriculum)

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. (I21 – Sub-theme-3: Affiliated topics with curriculum)

Student Interview Question 6: *What are the difficulties that you have encountered while integrating culture-loaded information into your writing tasks and performance?* Twenty-six of the students reported that they encountered substantial difficulties in the phase of writing their tasks (81%).

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: Lack of vocabulary)

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: Finding suitable content with the context)

Student Interview Question 7: *What kind of ways in developing of intercultural awareness has your EFL teacher used in the classroom?* Regarding the overlapped statements expressed, 28 of the participants reflected that their teacher utilized distance education facilities (88%).

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)

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 & formation of a vocabulary agenda)

Student Interview Question 8: *Do you think that it is important to be informed about the other cultures? Why/Why not?.* When it comes to examining the concurrent statements put forward by the interviewees, 26 of the interviewees mentioned that it enhanced their awareness about other cultures and thus upgrading their cultural sensitivity towards other cultures and their nations (81%). Twenty-five of the participants stated that being informative about other cultures supplied them with noticing their home culture traits to a greater extent and better self-consciousness (78%).

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. (I1 – Sub-theme-1: Triggering home culture awareness and better self-consciousness)

Yes, I think so. When I go abroad, I think I could show respect and behave respectful to its people and foreigners. (I2 – Sub-theme-2: Enhancing ICA and raising cultural sensitivity)

Student Interview Question 9: *Have you found these ways useful? Why/Why not?.* Twenty-four of the participants stated that they found the ways of raising ICA fruitful since they were viewed as forming a life-long learning circle in human life (75%). Twenty of the interviewees cited for the cause that they raised their general knowledge and defined themselves as a *vision holder* step by step by perceiving the world from diverse perspectives (63%).

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 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. (I5 – Sub-theme-3: Increase at motivation towards foreign languages)

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)

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 the same mind concerning the significance and requirement of being informed about other cultures (94%).

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)

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)

When it comes to the analyses of second research question, the Mann-Whitney U test was applied 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. The descriptive statistics of the both groups were demonstrated in Table 1. Due to the fact that the Mann-Whitney U test is utilized to test for differences between two independent groups on a continuous scale when the presumptions of the t-test are not provided (Pallant, 2010), a comparative analysis was applied based on the achievement scores of the experimental and control groups over ten weeks in Table 2.

Descriptive Statistics of the Sixth-Grade Experimental and Control Groups.

In Table 1, it seemed that the median scores of the sixth-grade experimental group were higher than those of the control group from the second week to tenth week. As a result, it was presented that there was a statistical difference Mann

Table 1.

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

Table 2.

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
6E1	U	53.500	15.500	9.500	19.000	2.000	1.000	1.000	1.500	3.000	.000
	Mean	31.67	33.33	33.59	33.17	33.91	33.96	33.96	33.93	33.87	34.00
	Rank										
	Sum of Ranks	728.50	766.59	772.50	763.00	780.00	781.00	781.00	780.50	779.00	782.00
	Mean										
6C1	Rank	13.93	12.20	11.93	12.36	11.59	11.55	11.55	11.57	11.64	11.50
	Sum of Ranks	306.50	268.50	262.50	272.00	255.00	254.00	254.00	254.50	256.00	253.00
	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

between-groups across the ten weeks in favor of the sixth-grade experimental group.

- Whitney U Test Results between the Sixth-Grade Experimental and Control Groups.

Because it was revealed that there was a statistically significant difference between the two groups throughout ten weeks, median values of both groups were also exhibited above with the aim of ascertaining the direction of the difference through specifying which group was higher (Pallant, 2010). As concerns the interpretations of the findings in Table 2, the Mann-Whitney U test revealed a statistically significant difference in

the ICA development between the sixth-grade experimental and control groups regarding the writing achievement scores across ten weeks, $p = .000$ $r_{P1} = .48$, with a small effect size for the first week, and for the remaining weeks with the value of $p = .000$; $r_{P2} = .57$, $r_{P3} = .58$, $r_{P4} = .56$, $r_{P5} = .61$, $r_{P6} = .61$, $r_{P7} = .61$, $r_{P8} = .60$, $r_{P9} = .60$, $r_{P10} = .61$, with a moderate effect size.

As for the third research question's analyses, 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 performed. The descriptive statistics of the both groups were portrayed in Table 3.

In Table 3, it was perceived that the median scores of the eighth-grade experimental group were higher than those of the control group from the second week to tenth week.

Because it was unveiled that there was a statistically significant difference between the two groups throughout the weeks, median values of both groups were also illustrated above with the intention of spotting the difference orientation regarding pointing to which group was higher (Pallant, 2010). As for the interpretations of the findings in Table 4, the Mann-Whitney U test uncovered a significant difference

in ICA development between the eighth-grade experimental and control groups concerning the writing achievement scores, $p = .001$, $r_{p1} = .37$, with a small effect size for the first week, and for the remaining weeks with the value of $p = .000$; $r_{p2} = .59$, $r_{p3} = .61$, $r_{p4} = .50$, $r_{p5} = .61$, $r_{p6} = .54$, $r_{p7} = .61$, $r_{p8} = .61$, $r_{p9} = .57$, $r_{p10} = .61$, with a moderate effect size. Besides the median values that underpinned the quantitative results, it was unveiled that there was a statistical difference between-groups across the ten weeks in favor of the eighth-grade experimental group.

Table 3: 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

Table 4.: Mann-Whitney U Test Results between the Eighth-grade Experimental and Control Groups.

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
8E1	U	75.000	5.500	.000	33.000	.000	19.500	.500	.000	10.500	.000
	Mean	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
8C1	Mean	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)											

Regarding the data analysis of the fourth research question, the Mann-Whitney U test was exerted to analyze if there would be any achievement differences between the sixth-grade and eighth-grade EFL classrooms where direct teaching of ICA development was performed. The descriptive statistics of the both groups were visualized in Table 5.

Descriptive Statistics of the Sixth- and Eighth-Grade Experimental Groups.

In Table 5, it is illustrated that the median scores of the sixth-grade experimental group in the first, ninth and tenth week were higher than those of the eighth-grade experimental group. Nonetheless, it was demonstrated that the median

Table 5.

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
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

Table 6: 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										
6E1 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										
8E1 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.	.304	.041	.119	.211	.041	.403	.146	.146	.728	.691
(2-tailed)										

scores of the eighth-grade experimental group in the remaining weeks, from the second week to the eighth week were higher than those of the sixth-grade experimental group.

With respect to the interpretations of the results in Table 6 with the intention of describing the direction of the difference in regard of sorting which group was higher (Pallant, 2010), the Mann-Whitney U test found out a statistically significant difference in the development of ICA between the sixth and eighth-grade experimental groups regarding the writing achievement scores based on the portfolio-immersed online lessons in the second and fifth weeks ($p < .05$), $p = .041$, $r_{p2} = .22$; $p = .041$, $r_{p5} = .22$, with a small effect size. Accompanied with the median values that subordinated the results, it was demonstrated that there was a statistical difference between-groups in favor of the eighth-grade experimental group merely for the second and fifth week.

DISCUSSION

Regarding the first research question of the study, according to the participant students' viewpoints, it was found out that the young EFL students' writing skills made progress and their ICA development realized thanks to the implementation of portfolio-based writing assessment. The fact that the participants articulated their travel interests to various countries with their current abroad experience, if so, illustrates their keenness and being open by nature towards adaptation of cultural diversity and multiculturalism. This result is in accord with the findings of Freed (1995) and Rivers (1998) in that the participants saw the cultural and personal experience in a new light besides the augmented aptitude of FL acquisition in the phase of their stay abroad.

The participants of the current study also defined the term intercultural awareness in terms of expanding cultural points of view, spotting cross-cultural and intercultural similarities and differences and using the language more self-confidently. This finding is in harmony with Archer and Nickson (2012)'s study in which it was uttered that ICA is mostly regarded as a main term for cultural diversity and emphatic inclusion. On the ground of the interpretations made, the upsides of the student experiences concerning the implementation processes of the present study were reported such as enhancing their general knowledge about both their home culture and other cultures by improving their writing skills apart from the other language skills and domains, and altering their way of understanding practicality in respect to the appropriate language use. This finding is line with the findings of Su (2008)'s ethnographic interview-based research. Su (2008) supported that taking part in ethnographic interviews could supply learners with gaining insights into target language countries and boosting their self-confidence

in target language use in addition to development of cross-cultural awareness and communication skills. The students uttered that they commonly wrote about the occasions of their daily lives and the attention-grabbing themes for them from sports, movies, international music, and so forth. Most of the interviewees expressed that they addressed to the traits of global cultures they had experienced and learnt about them and local cultures they had gone through in Türkiye, compatible topics with the curriculum, and general-to-specific cultural representations. Çakır (2006)'s and Guechi and Krisnasmy (2016)'s studies correspond to these results that the topics to be reviewed in teaching target language be introduced in contexts that are derived from both local cultures that learners are in and global cultures into which learners are being integrated.

The students also touched upon the challenges they came across in the phase of integrating cultural information into their writing performances. The iterative topics regarding difficulties they were involved in are that the unilateral translation trouble of their edited draft from L1 to EFL, their limited amount of contextual vocabulary that establish a connection between their home and target culture, incompetency at forming linguistically-appropriate sentences, straining on finding suitable writing content in a presented cultural context. These findings are in harmony with those of Chen (2017), Walker and Noda (2000) and Zhao (2021)'s research with regard to embodying self-aware comments into learners' linguistic and cultural performance in key within the frame of the Performed Culture Approach. The participants were also in rapport with the notion that a vast number of culture-related materials were utilized by their teacher. They stated that the oral discussion parts regarding cross- and intercultural differences and similarities were conducted in a sincere environment. This finding corresponds to Baker (2015)'s research concerning the importance of teacher agency on a more dynamic and flexible relationships with a multicultural ELT approach. The results of Liu and Shi (2007)'s study supports the widely-stated idea among the students that their EFL teacher used various teaching techniques, materials and cultural topics that drew learners' attention.

All of the students agreed upon the importance of being knowledgeable about other cultures regarding the profits of being a culturally-aware individual. Also, the participants impressed on being informed about other cultures supplies a chance for realizing home culture and intercultural awareness, which also leads to enhancing cultural sensitivity and cultural empathy via survival and problem-solving skills during stay abroad. These findings are in line with those of Byram (1997a), Canga Alonso (2017) and Oktan and Kaymakamoğlu (2017)

concerning the importance of integrating culture into vocabulary expansion and cultural knowledge enrichment of the learners. All the interviewees were on the same mind on the idea of effectiveness at the ways of developing ICA utilized by their teacher because this can form a motivating life-long learning atmosphere by increasing world knowledge, and language and communication skills. Keeping up with self-progress through portfolio-based writing assignments and better retrieving the learned information via the circular culture-related topics are one of the findings of the present study, which augments their keenness to be more active in the FL use. These findings are in tune with those of Liu and Shi (2007)'s and Alharbi (2017)'s studies corroborate the validness of these findings regarding the teacher effectiveness through using a wide branch of teaching materials, techniques and cultural topics grown upon the involvement of different learner types. As for the tenth interview item, it illustrates most of the students' reconciliation on the idea that being informed about target culture, which are the cultures where English as a main medium of communication is commonly used, and the other cultures where English is used as a subordinate medium for interaction, is a requirement in the phase of learning the target language. Accordingly, Reid (2010) emphasizes in her study that this provides the people who speak another language and spend a life in another culture with being negotiated and respecting other cultures' virtues and values.

When it comes to the second research question of the current study, in the light of the Mann-Whitney U test results, it was reported that there was a statistically significant difference between groups across ten weeks concerning writing achievement scores in favor of the sixth-grade treatment group where culture- and portfolio-immersed online lessons were performed. It was demonstrated that the culture- and portfolio-immersed lessons of writing were constructive and efficient on the contrary to standard teaching lessons of writing in enhancing students' ICA. Similar to the current investigation, there is a slightly deal of studies based on quantitative research or mixed-methods experimental inquiry in the literature that exceptionally demonstrate statistically significant difference between treatment and control group such as the studies of Tural and Çubukçu (2021), Özişik, Yeşilyurt and Demiröz (2019) and Wang (2014).

As for the third research question of the present investigation, concerning the findings of the Mann-Whitney U test performed, it was uncovered that there was a statistically significant difference regarding ICA development between the eighth-grade experimental and control groups with regard to writing achievement scores in favor of the eighth-grade experimental group where portfolio-immersed

online lessons were fulfilled. Drawing upon the findings, the portfolio-oriented writing lessons centering upon conveying interculturality were practical and productive in increasing students' ICA. Of the yielded distinguishable research that exerted quantitative or mixed-methods research design in the related literature, Yoon, Duncan, Lee, Scarloss and Shapley (2007), Perry and Southwell (2011), Zheng (2014) and Özişik et al. (2019) could be assumed as highlighting studies. In a structure of empirical study, this current research question finding is in line with Yoon et al. (2007)'s study due to the fact that Yoon et al. (2007) clarified that control group students would have increased their achievement scores by 21 percent if their teacher had received substantial professional development by underlining time period and the density of instruction.

As concerns the last research question of the inquiry, the result that the writing achievement scores did not show sharp fluctuations and were inclined to increase across weeks is in congruent with the studies of Abu-rahmah and Al-humaidi (2012) and Zheng (2014). They highlighted that self-assessment such as portfolio-based evaluation helped enhance teaching and learning cycle through raising the active class participation via students' perception as resultful and attention-grabbing. The current paper unveiled that there was a statistically significant difference between the two treatment groups concerning writing achievement scores centered upon ICA development as an output of the portfolio-immersed online lessons in favor of the eighth-grade experimental group merely for the second and fifth week, but not the remaining weeks. On that note, it was realized that eighth-grade experimental group students became more interculturally aware in a linear progression. In keeping with the findings of the treatment effectiveness in enhancing ICA concerning this last research question, Gholami, Amerian, Dowlatabadi, and Mohammadi (2021)'s study on this teaching strategy showed the result that the experimental group participants outperformed in communication involvement, boost in interactional confidence and maintenance of sharp-sightedness in peer communication. The case of the supremacy of the experimental groups over the control counterparts and the superiority of the eighth-grade experimental group whose members were older, also confirms the implication about the significance of the socio-cognitive skills development and background knowledge. Hamed, Bhenam and Saiedi (2014) reported the significance of prior knowledge and learners' familiarity with formal schematic knowledge, thereby supporting the must-be activation of the schemata through teacher facilitation for simplifying the writing processes. Overall, it has been remarked that these distinct but quite few longitudinal studies are extremely stimulating

to help researchers, teachers and students in finding out the interrelationships of writing skills and awareness of interculturality.

CONCLUSION

This part has revisited the current study's results and reached specific final remarks. It was inferred that raising ICA besides improving writing skills could be achieved in Turkish EFL secondary school context. Likewise, it was concluded that if language learners at elementary level accomplished and were keen on seeing the world through intercultural lenses, they would both view the global events more critically and keep their own local identities more consciously. It could be stated that the current investigation enabled to reveal local functionalities in the context of lower language proficiency level, which could form a basis for further research on the aforementioned topic.

As the found qualitative results displayed, these intrinsic and extrinsic sources of language learning readiness may burst into blossom at an early age and phase of foreign language acquisition (Akçay, Ferzan & Arıkan, 2015). Creating a basis for domestic and abroad experiences, facilitating early FL acquisition, providing more authenticity through engaging accuracy and fluency in FL use, gaining ground in being more general cultured person are among the accepted personal and academic aims that were drawn the attention in the elementary education. It was explained that secondary EFL students supported the use of various culture-related materials and activities with reference to intercultural similarities and differences on the basis that they did not attain adequate opportunities to come across real-life situations taking place in other cultures through using the target language. This creates good chances to build learners' self-confidence in-class participation. Also, as EFL learners would be able to get an ethnorelative perspective through displaying ethnocentric attitudes in addition to enhancing their ICA. It could be unveiled via conducting interviews where learners explain their experiences and opinions, which is a token of ICA (Zorba, 2023).

On the way of ICA-raised learners, it was concluded that learners' integration of their home culture content into writing activities could augment their keenness to learn the foreign language. The outperformance of the experimental groups over control counterparts and relatively performance superiority of the older group between the two experimental groups demonstrated the efficiency of the culture-immersed EFL writing lessons and development in self-monitoring skills of the learners. To sum up, the quantitative assessment of culture teaching is quite possible, yet surety and systematicity of the learning process of the learners are needed because the

development could solely be uncovered following a tailored learning practice.

SUGGESTIONS

The following recommendations are illustrated to draw attention to conducting future investigations. First of all, regarding the insufficient number of research about ICA development on both Turkish and global scale, more action research which are mixed-methods-oriented should be implemented by both teacher-researchers and field researchers. It is proposed that students' age ranges, their educational grade and language proficiency levels of the samples selected in future studies should be wider; therefore, it may be clarified if these listed factors are a superior advantage in developing ICA through writing skills.

The effects of gender and ethnic background of both immigrant and non-immigrant students can be investigated on the further studies. The status of those students' favorable behavior expectations in the newly-encountered educational system might also be inquirable through portfolio assessment with more focus group interviews through longitudinal studies in a more valid and reliable respect. It would be a very appropriate decision for MoNE to center upon listening, reading, speaking and writing skills one-to-one as separate and culturally empowering courses at secondary and high schools instead of the same roof under a single course, which will contribute to listening, reading, viewing comprehension and the ability to express oneself in oral and written language. Nonetheless, more empirical research are required to assess the capability of different approaches to develop ICA, which can aid researchers in constructing and refining theory about and ways to develop ICA.

LIMITATIONS

Although the aims of the study were attained, there are some limitations to be revealed. Firstly, a whole educational year could be examined with the aim of obtaining more comprehensive results. The number of the student participants and selected schools as a sample could have been increased in order to obtain more representative and generalizable findings regarding all Turkish elementary level of education. Grade and education levels dealt with the study might be varied as primary, high school and tertiary level of education. Video-recorded implementation sessions and classroom observations could be integrated into the data collection phases for attaining multimodality concerning the analysis of both linguistic and non-linguistic components, thus encompassing multiple data collection tools could lead to offering brand-new insights into the assessment of culture-integrated writing procedures.

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Appendix

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.

QUALITIES BENCHMARKS						
		MINIMAL (1)	LIMITED (2)	ADEQUATE (3)	EFFECTIVE (4)	EXEMPLARY (5)
Content Development of Cultural Sense		<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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>It articulates effective insights into its own cultural worldview, cross-cultural differences and similarities. The content is well-presented with supportive and specific examples and ideas.</p>	<p>There is sophisticated understanding of the complexity of elements important to members of other cultures' big C and/or small c characteristics.</p> <p>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>

APPENDIX-B: Semi-Structured Student Interview Questions Prepared by the Researcher

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-D: 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 as-sociograms,
- 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 as-sociograms,
- 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 proof-reads 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 as-sociograms,
- 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 proof-reads 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 as-sociograms,
- comment on the topics of the culture-oriented videos and read-ing 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 regu-lar 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 ex-planation 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 prop-erly. They implement this by writing on the interactive whiteboard. After these reminder activities, the EFL teacher shows example sen-tences 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 re-lated 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, vo-cabulary, 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 cui-sines' with by reflecting theme, time, person, time and characters in its own culture through their basic characteristic features and phras-es 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 new-ly 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 unanimous-ly on writing the topic of the sample outline, the EFL teacher con-nects 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 instruc-tor 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 proof-reads 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 as-sociograms,
- 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 p.m. 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 as-sociograms,
- 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 mis-

takes by analyzing each other's papers. After this, the EFL teacher collects the first drafts of their students' written texts. She proof-reads 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 as-sociograms,
- 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 as-sociograms,
- 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 as-sociograms,
- 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 proof-reads 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 as-sociograms,
- comment on the topics of the culture-oriented videos and read-ing 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 state-ments 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 opin-ions about the local and international festivals from other cultures around the world in order to enable them to have otherness and em-pathy 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 re-lated 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, vo-cabulary, 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 for-mat.

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 writ-ing 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. Sub-sequently, she asks students to brainstorm on what topic(s) they can make an outline and 'write an expository reflection on their favor-ite festival for celebration' using the expository writing technique. While doing this, she also jots down answers to the questions begin-ning with who, what, where, when and how.

After deciding unanimously on writing the topic of the sample out-line, the EFL teacher connects the bubbled ideas with lines to show the relationships among the ideas in clusters. After the students con-centrate 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:

- develop their writing skills.
- 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,

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 proof-reads 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.



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Tarih: 02/06/2021
Sayı: E-35853172-300-00001593184
0001593184

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 YDI 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-E: Ethics Committee Approval-1



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Tarih: 29/07/2021
Sayı: E-35853172-300-00001593184
0001593184

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 Müdürlüğünün 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 Farkındalığı Geliştirme" konulu çalışması kapsamında ilimiz 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.

Turan AKPINAR
Vali a.
Millî Eğitim Müdürü

Ek: Uygulama Araçları

Dağıtım:
Gereği:
Hacettepe Üniversitesi

Bilgi:
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İnternet Adresi : www.ankara.gov.tr
Faks: _____
Bu belge gıvelli elektronik imza ile imzalanmıştır. Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meh-abya
İlgi için: D. KARAOĞUZEL
Ünvan: Memur
Bu belge gıvelli elektronik imza ile imzalanmıştır. https://www.turkiye.gov.tr/adres/iletisim: 370f-abb2-3aa3-884e-ncd5 koda ile teyit edilebilir.

APPENDIX-F: Ethics Committee Approval-2