

AN ODYSSEY OF DISCOVERY:
CRITICAL LITERACY IN AN ENGLISH PREPARATORY CLASS

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AN ODYSSEY OF DISCOVERY:
CRITICAL LITERACY IN AN ENGLISH PREPARATORY CLASS

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DECLARATION OF ORIGINALITY

I, Zeynep Mine Derince, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
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Date ..September 26, 2016.....

ABSTRACT

An Odyssey of Discovery:

Critical Literacy in an English Preparatory Class

This thesis explores the experiences of two English language teachers and eighteen students through Critical Literacy (CL) in a class at a School of Foreign Languages in Turkey. CL focuses on social change through education. In the context of English language teaching (ELT), it pursues personal and social transformation through foreign language education. CL in ELT is an under-investigated subject in the relevant literature, which makes this thesis a significant case, especially in Turkey. The findings provide implications for both CL and ELT practices and research.

This research is an interpretative qualitative study which consists of an in-depth data collection from multiple sources of information, including questionnaires, field notes, observations, documents and interviews. Thematic data analysis is employed. The themes that emerged from the analysis are how teachers implemented CL in their English classrooms; what the potential and contribution of CL to English language teaching and learning is; and finally what kind of social transformations and awarenesses occurred during the implementation of CL in ELT.

The pedagogical contributions of the study are manifold. When these teachers followed CL in their teaching practice, they ensured that students' experiences were valued and they sought to negotiate, redefine and co-construct knowledge with their students. Language learning was enhanced because students were given the chance to analyze broader social issues that are relevant to their lives and to wider contexts. The students and the teachers became aware of how dominant ideologies position them via the textbooks and how issues are normalized through the voice of the author, visuals and texts. Students encountered multiple realities and observed their own dilemmas and challenges and they were involved in their ideas, projects and studies in a broader and deeper level with multiple perspectives.

ÖZET

Bir Keşif Macerası:

İngilizce Hazırlık Sınıfında Eleştirel Okuryazarlık

Bu tez bir üniversitenin Yabancı Diller Yüksekokulundaki bir sınıfında iki İngilizce öğretmeni ve on sekiz öğrencinin Eleştirel Okuryazarlık (EO) deneyimlerini araştırmaktadır. EO, eğitimle yoluyla sosyal değişime odaklanmaktadır. İngilizce Dili Eğitimi bağlamında, EO yabancı dil eğitimi yoluyla meydana çıkan bireysel ve sosyal dönüşümü hedefler. İngilizce Dili Eğitimi açısından EO ilgili yazında yeterince araştırılmamış bir konudur; bu yüzden de özellikle Türkiye’de bu tez önem kazanmaktadır. Sonuçlar hem EO hem de İngilizce Dili Eğitimi pratiklerine ve araştırmalarına önermeler oluşturmaktadır.

Bu araştırma derinlemesine veri toplama yöntemiyle anketler, saha notları, gözlemler, belgeler ve görüşmeler gibi birçok kaynaktan yararlanarak yapılan yorumsal nitel bir çalışmadır. Tezde, tematik veri analizi kullanılmıştır. Analizden İngilizce dil sınıfında öğretmenlerin EO’yu nasıl uyguladıkları, EO’nun İngilizce öğretimi açısından nasıl bir potansiyel taşıdığı ve sağladığı katkılar; ve en son olarak da İngilizce Dili Eğitimi’nde EO uygulamasının nasıl sosyal dönüşümler ve farkındalıklar yarattığına dair temalar ortaya çıkmıştır.

Bu araştırmadan birçok pedagojik sonuç çıkmaktadır. Söz konusu öğretmenler ders öğretilerinde EO’yu takip ederken, öğrenci deneyimlerinin gereken değeri görmesini sağladılar ve bilgiyi beraber oluşturup, yeniden tanımlayıp, karşılıklı tartıştılar. Öğrenciler kendi hayatları ile ilgili daha geniş toplumsal

meseleleri ve daha geniş çerçeveleri analiz etme imkânı bulduğu için dil öğrenme de nitelikli hale geldi. Öğrenciler ve öğretmenler egemen ideolojilerin onları ders kitapları yoluyla nasıl konumlandığının, meselelerin yazar, görseller ve metinlerle nasıl normalleştirildiğinin farkına vardılar. Öğrenciler çok yönlü gerçekliklerle yüzleştiler, kendi çelişkilerini ve karşılaştıkları güçlükleri önlerine koydular ve kendi fikirleriyle, projeleriyle ve çalışmalarıyla daha geniş ve derin bir seviyede çok yönlü perspektiflerle meselelere yaklaşmaya başladılar.

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DEDICATION

This thesis is dedicated to my late father
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CHAPTER 1

INTRODUCTION

1.1 Overview of the chapter

I would like to start this chapter with the words of Joan Wink, who in her book on *Critical Pedagogy, Notes From the Real World* said, “Critical Pedagogy has pushed me to reflect on my past and my future. What I have learned from these musings has caused me to see and to know in new ways. The contradictions and the changes have made me stop and rethink what I used to know about teaching and learning” (Wink, 2005, p. 14). I find her words capturing the essence of what this study on Critical Literacy means to me. Critical Literacy derives from the theories of Critical Pedagogy which is primarily concerned with social injustice and investigates ways to transform inequitable, undemocratic, or oppressive institutions and social relations (Burbules & Berk, 1999) and Critical Applied Linguistics which deals with language and relationships in society that raises critical questions to do with access, power, disparity, desire, difference, and resistance (Pennycook, 2001). Both Critical Pedagogy and Critical Applied Linguistics aim to strengthen the voice of learners and inspire critical consciousness (Cho, 2006), by guiding students to name problems, critically reflect and then act on these problems (Wink, 2005).

In this thesis, the experience of a preparatory class in higher education that engages in Critical Literacy in their respective English language classroom is detailed. The chapter begins by providing a brief background on how the researcher became interested in this topic, and then goes on to describe the context and rationale for the study. From there, the three research questions, the research approach and the

thesis structure are presented. The chapter ends with definitions of important terms that are used throughout this study including Critical Pedagogy (CP), Critical Applied Linguistics (CALx), Critical Literacy (CL), English Language Teaching (ELT), ELT textbooks, and School of Foreign Languages (SFL).

1.2 Background to the study

I first became aware of the term CP when I took a class for my Ph.D. in adult education. I was an English language teacher in a Preparatory School for more than twelve years. I taught academic reading and writing at a public university, and found the subjects I taught very interesting because they allowed me to link English to issues such as science and technology, history, economics and politics. Not being a novice teacher any more, I strongly believe that students needed not only a knowledge of the English language but also, more importantly, knowledge of current issues around the world. However, I never really considered how students could use this knowledge to impact social change. I never imagined what was discussed in my English classes could be empowering, and could help students improve their lives and the lives of others around them. Hence, when I came across CP, I knew it was a unique approach to education. Why wouldn't any teacher want to use education to make the world a better place via social change and transformation?

Intrigued by the possibility of a theory for critical learning, I dove into various related literature to pursue my own quest. What I did not realize at the time was that I was searching for understanding about my own transformations and my personal struggle to create meaning within interdisciplinary spaces. Upon extensive discussion and encouragement on CP and its in-class reflections, I am glad I chose to

get involved with CL. It made the challenging nature of CP even more real, and it also motivated me to want to understand the complexities around its practice. I also wanted to gain a deeper understanding of how different language teachers could engage in CL in their respective classrooms. I was interested in finding out if there would be any obstacles that hindered their work, and if language teachers would experience any transformations through their involvement with CL. At the same time, I have always been intrigued by the experiences of students and wanted to capture their perspectives as well. Therefore, I hoped that this would be a journey of discovery for me, as I wanted to learn from the life and experiences of both the students and the teachers who based their language class learning and teaching in line with CL and in doing so, were able to contribute to the theory and practice of CL in ELT.

1.3 Significance of the study

There is a lack of studies related to classroom practices and how they could be improved on Preparatory Language Schools in Turkey. Moreover, and more importantly, there is no study done in an English Language Preparatory School at the higher education institution that scrutinizes the curriculum, language teaching and learning environment, and language policies from a critical perspective within the domains of critical theories.

From such a departure point, this study has potential to contribute to the literature on foreign language learning and pedagogy as well as curriculum studies in Turkey. First of all, through this study, it becomes possible to critically examine the language practices of students and teachers in a Preparatory School setting. By

introducing CL in the foreign language classroom, students may be given the chance to relate the curriculum to their own experience and to analyze broader social issues that are relevant to their lives and to the wider contexts. Similarly, teachers can develop a clear identity of who they are as educators; by examining what identity options they can offer to their students. They may also encourage their students to think critically and collaboratively and take action. Moreover, through the CL route, there can be a more far-reaching understanding of the social relations that characterize schooling, the community and the world. Lastly, this study can provide the opportunity to introduce teaching materials and strategies informed by CL, and it can be possible to see how a critical approach to teaching language is reflected on learning experience.

1.4 Aims for the study

The researcher acknowledges that foreign language students are not presently led into in-class discussions and analyses from a CL perspective. Therefore, the purpose of this study is to contribute to the body of knowledge and practice concerning CL in a foreign language context. To achieve this goal, the researcher has become a participant observer in an English as a foreign language classroom where the teachers encourage their students to read, listen, speak and write from a critical angle.

This research explores whether CL helps both students and teachers raise critical awareness and motivation while using English to express (descriptive phase), discuss (personal interpretive phase), negotiate (critical analysis phase) and act (creative action phase). During the implementation process of these four phases,

linguistic, social, political and cultural facts and diverse perspectives are negotiated. The experiences, interactions and all other dynamics involved in the CL class are taken into account in order to explain how CL contributes to the English language learning and teaching experience. Accordingly, the following research questions are formulated:

a) Research questions

In line with the aims for this study, the following research questions (RQ) were developed:

RQ1) How is CL experienced by students and by teachers in different phases of implementation?

RQ2) In what ways is learning and teaching English as a foreign language experienced with CL in a Preparatory Class?

RQ3) What does CL bring into the Preparatory Class in terms of social awareness?

RQ1 sheds light on the analytical implications of CL from the perspective of both teachers and students who engage with its phases. It examines the CL experiences of English language teachers encountering CL in their lessons for the first time and it aims to uncover the stimuli of CL that could shape students' language learning process. RQ2 explores the impact of CL on students' English learning experiences and teachers' English teaching experiences. Finally, RQ3 includes social awareness of issues among teachers and students that may arise during CL implementation.

b) Research approach

This qualitative study focuses on the CL classroom interaction of eighteen students and two English language teachers in higher education. These students come from different backgrounds, will study in different departments and are in the same class at English Preparatory School due to their proficiency level. The teachers are

interested in CL and they have been engaged with critical classroom practices in their respective settings. The study employs an interpretivist research paradigm with a research design of qualitative case study. It involves an in-depth data collection with multiple sources of information, namely questionnaires, pre- and post- semi-structured interviews, field notes, observations, and documents. Thematic data analysis is used for the analysis of the data.

1.5 Thesis structure

The present chapter provides an introduction and background to the study. Chapter 2 involves a review of literature on Critical Theories; that is, Critical Pedagogy, Critical Applied Linguistics and Critical Literacy are presented with basic underlying principles and tenets. Next, Chapter 3 includes ELT policies of Turkey and the English Preparatory Schools, their missions and curricular policies. Chapter 4 explores the research methodology employed. Discussion in this chapter includes the research philosophy, research design, methods of data analysis, ethics, and trustworthiness. Findings and discussions are presented in Chapter 5. There are three sections of the fifth chapter. The first section provides the opinions and experiences of the participant teachers and students of their English language education background and so-far preparatory class education. Then, the analysis of CL in-class implementation is detailed through CL phases. The last section is on possible linguistic and social transformations due to the use of CL. Chapter 6 of this study is the conclusion where the synopsis of the study, pedagogical contributions, the limitations, and further implications for research are discussed.

1.6 Definition of key terms

In this section essential terms that will be used throughout this study will be defined and described.

a) Critical pedagogy: CP with its strong agenda for change is grounded on the belief that education and society are intrinsically inter-related; and because of that, the aim of education is for the improvement of social justice for all (McArthur, 2010). CP is also named as liberatory pedagogy or transformative pedagogy since it has emancipatory potential to lead to personal and social transformation. This kind of transformation is realized in their shared classroom space where the students and the teacher work together to name, confront, deconstruct the social injustices and social forms that are racist, classist, sexist (Brookfield, 2003). While focusing on the centrality of power and politics of how schools work, CP is frequently defined by its deliberate attempts to question and deconstruct educational structures and practices with a possibility for identifying, criticizing, resisting and engaging the normalizing practices in educational contexts (Auerbach, 1995; Freire, 1993; Shor, 1992). Thus, education can promote social change through critical pedagogy which makes it possible to build more egalitarian power relations, strengthen the voices of learners, and inspire critical consciousness (Cho, 2013).

b) Critical applied linguistics: CALx closely linked to CP provides a critical insight to language issues (Canagarajah, 2008; Pennycook, 2001). It is an approach to language and relationships between language and society that raises more critical questions to do with access, power, disparity, desire, difference, and resistance. Thus, CALx is concerned with language in social contexts but its main issue is to view social relations as problematic. It problematizes the realms of Applied Linguistics by

presenting a continuous skepticism and provides political accountability for Applied Linguistics (Pennycook, 2001). CALx has various domains including critical literacy, critical discourse analysis, and critical approaches to translation, language teaching, language testing, language planning, and language rights.

c) Critical literacy: CL is a domain linked and interweaved with critical theories and can be placed in the terrain of CAL. The educational influence of critical theories is often openly acknowledged, in the critical literacy work associated with Alma Flor Ada (1988a, 1988b), Allan Luke (2000), Catherine Wallace (2003), Ira Shor (1996), Jim Cummins (1989), Sarah Benesch (2001), Suresh Canagarajah, (2008) and others. The larger educational influence of CL extends to the more broadly directed CP that informs the work of Paulo Freire (1970), Henry Giroux (1988), Joe L. Kincheloe (2008), Joan Wink (2005), Peter McLaren (2007) and others.

CL is an approach for the study of social practices including language use and education. It encompasses questioning received knowledge and challenges the status quo to discover alternative ways for self and social development (Shor, 1999a). CL invites teachers and students to move beyond passively accepting the text's message by questioning power relations, discourses, and identities that exist between the lines, the readers and the authors. It endorses reflection, transformation, and action leading teachers and students to empower themselves and reshape their communities through alternative and critical projects and tasks (Freire, 2000).

d) English language teaching: ELT refers to the teaching of English as a second /foreign language to non-native speakers (McArthur, 2003). Those that speak English as a second language (ESL), and those that speak English as a foreign language (EFL) represent two traditions in ELT (Graddol, 2006). ELT has witnessed

a variety of teaching methods throughout its history, such as Grammar-Translation, Audiolingual, and Communicative. Yet, with the development of critical thought, the method period of language teaching has been challenged and criticized. Among those critics, Pennycook (1989) claims that positivist, progressivist and patriarchal methods ignore issues of class, race and gender inequality, and are based on a fixed standard of knowledge. Akbari (2008) welcomes the concept of post-method with CP by drawing on the lives and experiences of students for possible social change and transformation through language education. In this study ELT is taken into consideration in the post-method context where critical theories have a purpose of being socially responsive and engaged.

e) ELT textbooks: ELT has long history of emphasizing neutrality and avoiding controversial topics (Wallace, 2003). This ELT neutrality refers to PARSNIP, which is the strategy that avoids texts dealing with politics, alcohol, religion, sex, narcotics, isms, and pork in ELT textbooks (Dendrinos, 1992). Instead, ELT textbook developers focus on mainstream topics such as food, environment, technology, sports, travel, and hobbies. This leads to a reinforcement of a certain image of English-speaking communities, a dominantly idealized image of British and American culture (Banegas, 2010). ELT textbooks utilize critical thinking as a marketing strategy to seemingly promote skill progress and how to think. Critical thinking has gained some popularity in applied linguistics (Atkinson, 1997); and is concerned with problem solving whereas critical theories are interested in problem posing (Shor, 1992; Wink, 2005).

f) Schools of foreign languages/Preparatory language schools: Most private and state universities in Turkey have a SFL, also called a Preparatory Language School that offer intensive language programs for their students. The Preparatory

Language School offers a one-year intensive foreign language preparation for all new students who are not successful on the English proficiency exam administered at the beginning of the first academic year (Doğançay-Aktuna & Kızıltepe, 2005). The Preparatory School has a common mission to provide language competency for the students to follow their chosen degree courses offered in English, German, French or other languages in their faculties. Preparatory Schools focus mainly on general language skills such as listening, reading, writing and speaking, as well as grammar and vocabulary (Çiftçi, 2005; Çetinavcı & Topkaya, 2012).

A number of Preparatory Language Schools have curriculum offices that develop their own teaching materials and syllabi but most prefer to use international language textbooks. Most of them have testing offices preparing, assessing exams and tests. Language school classes are usually made up of 20 to 30 students. Most of the Preparatory Schools offer at least 20 hours of instruction per week and students are required to take a proficiency exam at the relevant university or an equivalent such as TOEFL or TestDaF depending on the language before they start their department classes.

1.7 Summary

In this introductory chapter, background and context to the study along with the aims, research questions, research approach, and thesis structure were described and discussed. In Chapter 2, a review of literature, which contains more detailed descriptions to the theoretical background will be provided. The issues discussed in the upcoming chapter will help in the understanding of critical theories in relation to CL and its role in ELT.

CHAPTER 2

LITERATURE REVIEW

2.1 Overview of the chapter

There are two main purposes of this chapter. The first one is to introduce the critical theories, namely Critical Pedagogy and Critical Applied Linguistics that are employed as the theoretical base of the research. The second section focuses on CL and its definitions and prominent notions including ‘text’, ‘phases’, and ‘strategies’ as well as various studies conducted in CL. CL has a profound conceptual framework on the methodology and discussion of this study.

2.2 Critical theories: Home of critical literacy

Literature in the fields of social sciences and linguistics is rich with all kinds of terminology and approaches in relation with the intricate concept of ‘critical’. *Critical* is used in the special sense of highlighting connections, which may be hidden from people, regarding the connections between language, power and ideology (Fairclough, 2001). The main assumption is that society is in a constant state of conflict, for the possession of knowledge, status and material resources. In order to sustain their dominant position and claim power, certain social groups have historically controlled the ideologies, institutions and practices of their society (Morgan, 1997). During the twentieth century, critical theorists reconsidered the equality, social regulations, subordinations in society and in this context the critical researchers fed on post-discourses namely critical feminism, post-structuralism, post-

colonialism, and indigenous studies. With the emergence of the Frankfurt School of Social Theory in post-World War 1 Germany, the issues of power and justice and economy, matters of race, class, gender, ideologies, discourses, education, religion, social institutions and cultural dynamics started to be explored (McLaren & Kincheloe, 2007). This reassessment led to a solid and influential understanding that individuals' views of themselves and the world are affected by social and historical forces. Critical social and linguistic theories involve profound and reflective contemplation and it is a challenging task to elaborate on these concepts. CL derives from these and shares many important notions, for this reason it is inevitable to highlight the fundamentals of two areas – CP and CALx – in order to understand the meaning of CL.

2.2.1 Critical pedagogy

CP emerged from Paulo Freire's work in 1960s in Brazil and gained an international audience with the publication and English translation of *Pedagogy of the Oppressed*. He refers to the educational theory and teaching and learning practices that are designed to raise learners' critical consciousness regarding oppressive social conditions. It concentrates on emancipation of the mind through the development of critical consciousness. Freire believes education to be a political act that cannot be divorced from pedagogy. Teachers and students must be made aware of the 'politics' that surround education. The way students are taught and what they are taught serves a political agenda. Teachers, themselves, have political notions, they bring into the classroom (Kincheloe, 2008).

CP can also be called liberatory pedagogy and transformative pedagogy since it has emancipatory potential to lead to personal and social transformation. This kind of transformation is actualized in their shared classroom space where the students and the teacher work together to name, confront, deconstruct, and (re)shape the social injustices that work to oppress and exploit marginalized people. Implicit within the discourse on critical pedagogy is the hope that the women and men who constitute such a classroom community can be (re)shaped by democratic and humanizing intentions, both within and without their classroom space (Garapick, 1995).

CP involves a vision for the present and the future within and beyond the boundaries of school. It is a way of life which we perceive as teachers, learners, citizens and human beings (Guilherme, 2002, pp.17-19). Since it focuses on the centrality of power and politics of how schools work, CP is frequently defined by its deliberate attempts to question and deconstruct educational structures and practices with a possibility for identifying, criticizing, resisting and engaging the normalizing practices in educational contexts. CP challenges teachers and students to rethink the purpose and meaning of education. It is an invitation to create an educational system based on mutual exchange between teacher and students, and mutual authority, arranging curricula, classroom practices, materials and assessment through dialogue and negotiation (Auerbach, 1995; Freire, 1993; Shor, 1992).

Amongst many concepts proposed and elaborated by the critical pedagogues such as Henry Giroux, Peter McLaren, Carlos Alberto Torres, Joan Wink, Ira Shor, it is noteworthy to highlight the key concepts for language educators; namely, dialogue, reflection, empowerment (Phipps & Guilherme, 2004) along with critical consciousness and education as a political act (Canagarajah, 1999; Pennycook, 2001). These concepts are intertwined, having reciprocal relationship among

themselves. For this reason, the explanations for these concepts are provided accordingly here.

2.2.1.1 Dialogue

Dialogue refers to the active participation of student and teacher in discussion and analysis. By dialogue the conventional *culture of silence* (Freire, 1974) is transcended and thus students gain a sense of empowerment which helps to increase active student participation in the classroom and develop a critical social consciousness among students (Braa & Callero, 2006). It is not only related to active student participation but critical pedagogy also defines education as a multilateral relationship. This relationship involves authority and responsibilities that are shared between teacher and students, and where students and teacher negotiate class procedures, structure, content, assessment, textbooks, and their own roles in relation to each other (Moreno-Lopez, 2005, p.12). It is possible that the individual creates a mental awareness of one point of view and its opposite through the process of a dialogical interaction. This can be done by using empowering language and providing supports for communication in the shared classroom.

2.2.1.2 Reflection and critical consciousness

Transformation of the individual's experience of the world can result from *praxis*, a cycle of action-reflection-new action. Reflection enables this transformation by providing the process of looking at past experiences and relates them to future action. The individual can unveil previously unknown connections that exist between her/his

life in relationship to the life of others and construct new meanings. This is what Freire (1993) calls *conscientizacao*; the deepening of the awareness of all emergence and reality. Critical consciousness is the first step of a transformation of oppressive social conditions. It is the development of an awareness of one's self in the world (Phipps & Guilherme, 2004). Wink (2005) believes that conscientization enables students and teachers to have confidence in their own knowledge, ability and experiences. She adds that conscientization is generally referred to as "a power we have when we recognize we know what we know" (p. 32). Critical pedagogy engages learners and teachers in the act of gaining courage to question themselves and the role they play in maintaining educational processes that they don't value (Wink, 2005).

Critical consciousness is the repositioning of oneself through the eyes of the dispossessed and struggle against the ideological and institutional processes and forms that reproduce oppressive situations (Apple, 1995). Critical pedagogy renders various power relations and disparities circulating around us. These powers and disparities, however, are not finite and not fixed. They cannot be explained in a vacuum either. Hence, critical pedagogy attempts to disrupt the effects of oppressive regimes of power both in the classroom and in the larger society by developing critical consciousness. It is predominantly concerned with reconfiguring the 'banking model of education' where the teacher is the active agent, the one who knows, and the students are the passive recipients of the teacher's knowledge. Teaching-learning experience is grounded in the meaningful interaction of students and teachers (Derince, 2011).

2.2.1.3 Empowerment

The major objective of CP is to empower students to intervene in their own self-formation and to transform the oppressive features of the wider society that make such an intervention necessary (Giroux, 1988, p. xi). Transformative pedagogy is realized in interactions between educators and learners that cultivate empowerment, i.e., collaborative creation of power. By encouraging learners to be a part of the curriculum content with their individual and collective experience, learners' identities are realized and extended. This allows the linguistic and intellectual tools to enhance critical inquiry (Cummins, 2000, p. 246). When classroom instruction persuades learners to inquire critically into social issues that influence their lives, learners' intelligence is stimulated in ways that possibly challenge the societal status quo (Cummins, 2000, p. 247). Schooling experiences reflect collaborative relations of power; then, the sense of identity is affirmed and learners find voice and body in classroom interactions (Cummins, 2000, p. 44).

2.2.1.4 Political act

CP is based on the idea that education is a political act (Auerbach, 1995; Canagarajah, 1999; Freire, 1993, 2000; Giroux, 1988; Pennycook, 1989, 1994, 2001; Shor, 1992, 1996). Education is fundamentally political as it is continuously involved in the (re)production of social and cultural inequalities and of particular forms of culture and knowledge (Pennycook, 1989, pp. 590-591). However, to recognize the political nature of schooling is not to adopt some political stance in contradiction to a neutral position. This is because no education is ever neutral or apolitical. As Freire

asserts, so-called neutral education is political as well since it supports the dominant ideology in society (as cited in Shor, 1992, p. 12). "Neutrality means following the crowd, doing what is expected, and refraining from questioning the political decisions that are made daily in schools all over the world" (Degener, 2001, p. 3). Schools and curriculum in particular reproduce the established social order by omitting certain forms of knowledge. Knowledge encompasses a territory of objective facts in the visible curriculum: it is stated externally both to the teachers and to the students which is an imposition on the person who deals with it. That is, knowledge is not questioned, not analyzed, and not negotiated but mastered to be pronounced as it is to the students (Giroux, 1988). Traditional curriculum, as stated by Giroux (1988) supports an "ahistorical, consensus-oriented, and politically conservative" view (p. 14). However, one significant manifestation of the political nature of schooling is the curriculum itself. Apple (1990) in particular points to the existence of hidden curriculum, in which students are socialized and behaviorally conditioned to accept hierarchical structures of power. Hidden curriculum defined as 'the pedagogical unsaid' (McLaren, 1988) is covert and insidious; it can "pull us down before we even realize it" (Wink, 2005, p. 46). Curriculum becomes a political arena that encompasses all the shareholders, teachers, school administration, parents, school books, and syllabi where *knowledge* is reproduced over and over again.

CL framework as the backbone of the present study is a big part of both CP and CALx struggling against the ELT industry that views its activities as neutral, even beneficial (Philip, 2015). CP needs to incorporate understandings from the CALx to be able to problematize a view of language which is not only a reflection of society or a tool of ideological manipulation but rather a means by which social relations are constructed. CALx closely linked to CP provides a critical insight to

language issues adopting a ‘postmodern problematizing stance’ (Pennycook, 2001). For this reason, it is inevitable to focus on the field of critical applied linguistics to better understand the emergence of CL in language education.

2.2.2 Critical applied linguistics

CALx is an approach to language and relationships between language and society that raises more critical questions to do with access, power, disparity, desire, difference, and resistance. Thus, CALx is concerned with language in social contexts but its main issue is to view social relations as problematic. CALx involves such profound concerns that could not be explained as just a critical addition to applied linguistics. It actually problematizes the domains of applied linguistics; it involves “a constant skepticism, a constant questioning of the normative assumptions of applied linguistics” (Pennycook, 2001, p. 9). CALx is about making applied linguistics more politically accountable. It does not deal with a set of skills that supports rigorous and more objective applied linguistics work (Pennycook, 2001).

CALx has various domains including critical literacy, critical discourse analysis, critical approaches to translation, language teaching, language testing, language planning and language rights. CL is a domain connected and intertwined with critical theories and finds a position in the terrain of CALx. CL is the main theoretical framework of this study; thus, it will be explained in more detail in the following section. Before detailing CL, this section will acknowledge and differentiate the conceptualizations of the term ‘critical thinking’, language textbooks, and language planning within CALx. In order to come to a better

understanding of surrounding domains of CL, and the place of in CALx will be discussed as well.

2.2.2.1 Critical thinking

Critical thinking is a strategy to support understanding of texts via techniques of problem solving; it is a form of "skilled critical questioning" (Brookfield, 1987, p. 92). Critical thinking has recently gained some popularity in applied linguistics (see Atkinson, 1997); it can be seen as a marketing strategy in ELT textbooks that is used to reinforce language skills and can be divided into a set of thinking skills, and rules for thinking to be taught to students. It is essential to draw attention to one of the key differences; critical thinking is concerned with problem solving but critical theories are interested in problems posing (Shor, 1992; Wink, 2005). The concept of 'critical' as it is understood in critical theories means a critical eye towards naturalized notions and ideas, however critical thinking does not question those assumptions. Critical thinking is a set of thinking skills, and it is excluded from political questions, from issues of power, disparity, difference, or desire. However, the sense of 'critical' central to critical applied linguistics - as Pennycook (2001) puts - is one that takes all these aspects as the must-have. The work of 'critical thinking', expects students to take up one reading position over another. However, this repositioning simply assumes an objectivist view of knowledge. Thinking skills are taught to students to evaluate "credibility," "purpose," and "bias," in the texts that are highlighted qualities. (McCormick, 1994 p. 60) These qualities are labeled and normalized in critical thinking whereas critical theories problematize the same qualities. This sense

of critical approach (e.g., Widdowson, 1999) expects critical distance and objectivist assessment to a more politicized version of critical applied linguistics.

2.2.2.2 ELT textbooks

There is an increasing need for critical analysis of ideologies underlying the construction of language textbooks. From a critical perspective, the language textbook is more than an instrument in an educational institution (Dendrinos, 1992), but it has a symbolic meaning conveying ideological messages, and students can be oriented by these textbooks (Tajima, 2011). Furthermore, the students are not only the educational subjects. The students are positioned as social subjects being involved in the creation of social meanings by the particular social realities that are arbitrarily selected in the textbooks. Dendrinos also suggests the textbooks "contribute to the construction of a specific social reality concerning the family institution, gender, ethnicity, race and class" (p. 177). Holliday points that textbooks are there in order to socialize students into the norms of society and in the meantime serve the education system (as cited in Hahl, Niemi, Longfor and Dervin, 2015). In ELT textbooks, it is possible to identify prohibited versus preferred themes, certain cultural and ideological messages and place of the local culture of language learning. Developers of ELT textbooks avoid controversial topics and instead focus on topics such as family, sports, travel, and hobbies. By doing this, there is reinforcement of a certain image of English speaking communities; dominantly idealized image of British and American culture (Banegas, 2010). Gray (2002) suggests a set of topics to discard in textbooks. It is summarized as PARSNIP; it refers to politics, alcohol, religion, sex, narcotics, isms, and pork. In addition, the

topics may not be reaching out to the cultural worlds of the students since they are far detached from students' lives and ignore the localness of language learning (Akbari, 2008; Banegas, 2010). Instead, the dominant and idealized cultural and ideological content is made visible and implied in the pictures, the lifestyles, the stories, and the dialogues.

An ELT textbook study by Philip (2015) confirms that the books are conservative and mainstream in nature and according to Troudi (2005) there is “a perceived lack of intellectual content in TESOL education” (p. 119). In accordance, ELT classrooms are protected from the genuine social problems of the outside world by the materials and topics that are intentionally produced to keep such matters distant from these classes (Pennycook, 2001).

In relation to the scope of this study, most of the university-level learners have ready access to a host of consumer-driven ELT textbooks supported with lots of mainstream online material. The teachers use these materials as they are in the school curriculum. The teachers aim to fulfill the given pacing and do not usually add anything from themselves to the lesson plan. They go over the material as it is; completing the tasks required in the book, making sure that learners understand the necessary vocabulary and grammatical structures and then start the following unit prescribed in the pacing. Kalantzis and Cope assert that mainstream materials along with skill-integrated pedagogies may assist the purpose of “socializing agents that encourage learners to be uncritical and unconscious of the cultural origins and worldview that underpins the readings and their social practices surrounding their production and use” (as cited in Mills, 2011, p. 32).

ELT has for a long time emphasized neutrality and avoided provocative topics (Wallace, 2003). The neutrality that is sought for in ELT is realized by

PARSNIP strategy in ELT textbooks. This way, it may claim equality and objectivity, however, it can still embed certain idealized cultures of English speaking countries, and may not take into account political, social and cultural aspects of students' lives. In fact, seeking for neutrality is out of question when considered all meanings from outside world are interpreted in the complex cultural politics of the classroom in the presence of different dynamics. (Dendrinos, 1992).

2.2.2.3 Language planning

Another domain of Critical Applied Linguistics that is relevant for this study is language planning and the global spread of English. Language planning needs a critical view of language in relation to a critical view of society and a political and ethical vision of change. In the context of this research, CL is implemented in an English language classroom in a higher education institution in Turkey. Thus, the meaning of English and its interpretations should be considered. Pennycook (2001) provides a framework for understanding the global role of English. In his framework, there are six philosophies: 'Colonial Celebratory' considers English as an inherently useful language; devotes itself to teaching English as its mission to the world. For 'Laissez-faire liberalism' English becomes a functional tool for pragmatic purposes; and so there is a need to teach English to whoever wants it. The third philosophy 'Linguistic imperialism' is concerned with homogenization; destruction of other cultures and languages for the sake of teaching English. For 'language ecology and language rights', English is a threat to complex local ecologies; it is necessary to support other languages through language rights. 'Linguistic hybridity' assumes languages and cultures change and adapt; supports world Englishes; it necessitates

teaching multiple varieties. ‘Postcolonial performativity’ considers English as part of postcolonial problematic; cultural politics of resistance and appropriation.

The global role of English is also understood with the concept of ‘English as a Lingua Franca’ (ELF). ELF is “a way of referring to communication in English between speakers with different first languages” (Seidlhofer, 2005, p. 339). The dominant belief in foreign language education is based on one standard English and that one standard is correct and appropriate in language education. However, this assumption is challenged in the discussions of ELF. This discussion also links to other concepts, such as ‘World Englishes’ (Kachru, 1996) and ‘linguistic imperialism’ (Phillipson, 1992). In the language education in the research setting, most teacher and students have been raised within an educational system that leads to stereotypical strategies and fixated ideas about languages. An ELF-oriented curriculum with consciousness can seek to empower teachers and learners of English to develop an understanding on learners’ local knowledge and languages. As Kumaravadivelu (2003b) remarks, local knowledge and languages serve as a deeper investment in the exploration of the English language teaching. However, it is not that easy for English teachers raised in a monolingual tenet to get involved in local knowledge or languages. Although language teachers have the potential to question the pedagogies they have been brought up with, most have never had the chance or inclination to do so.

2.2.2.4 Language teaching in the post-method era

ELT has witnessed a variety of teaching methods throughout its history (such as Grammar-Translation, Audiolingual, and Communicative). Yet, with the

development of critical thought, the ‘methodical’ period of language teaching has been challenged and criticized. Among those critics, Pennycook (1989) claims that ‘methods’ prescribe a positivist, progressivist and patriarchal view. For him, methods ignore issues of class, race and gender inequality, and based on a fixed standard of knowledge. Another criticism comes from Kumaravadivelu (2003a) who states that the methods concept is a colonial construct that is not actually realized by teachers in their classrooms but it has been only formulated and used by theorists.

According to Kumaravadivelu (2003b) the concept of post method suggests “a search for an alternative to method, rather than an alternative method” (p. 544). He puts forward ‘post-method pedagogy’, defined by parameters of particularity, practicality and possibility. The first dimension of post-method pedagogy is ‘particularity’. It is highlighted that any post-method pedagogy “must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular sociocultural milieu” (Kumaravadivelu, 2001, p. 538). The parameter of particularity discards the assumption that pedagogies have one set of teaching aims and objectives through one set of teaching principles and procedures. It is based on a situational understanding with a holistic reading of particular situations, and a general development of those particular situations (Elliott, 1993). The local, individual, institutional, social and cultural contexts in which language learning and teaching takes place are taken into account for parameter of particularity.

(Kumaravadivelu, 2003a). In this study, the Preparatory school as an institution has its own cultural, social and national aspects. It is a model of intensive English language teaching course for preparing students for academic studies that come from similar educational background in the same educational system in Turkey. According

to Kumaravedivelu (2003a) a context-sensitive language education is possible with the practice of particularity. The students come with their experiences, perceptions, and ideas about the language educational system. One of the questions of this study is focusing on the students' perception of the English learning and teaching through Critical Literacy in a particular preparatory system. With this aim, the students' background knowledge and experience are challenged with the introduction of CL which is not actually part of their previous experience. However, it is not limited to the students' experiences but it is also about a critical look at local conditions of learning and teaching considered by policymakers and program administrators. More importantly, it involves practicing teachers, observing their teaching skills and techniques, evaluating their outcomes, identifying problems, finding solutions, and trying them out to see once again what works and what does not. In this study the teachers have a great part in the implementation of CL with the usage of the locality in a critical viewpoint. Also, in the post-method era, the parameter of practicality, focuses on teachers' reflection and action, based on their practice experience. The second parameter practicality occurs when a personal theory of practice is developed by the teacher through reflection and research (Kumaravadivelu, 2006). The traditional perception of the gap between the theorist who produces the knowledge and the teacher who consumes the knowledge is denied and questioned in the post-method era and the parameter of practicality makes it possible to go beyond separation of theory and practice. "A personal theory of practice generated by the practicing teacher" is what is expected from the parameter of practicality (Kumaravadivelu, 2003b, p. 544).

The parameter of possibility comes into play with Freirean critical pedagogy that seeks to empower the classroom participants in order to critically reflect on

broader social, economic, political situations and the conditions they encounter in their lives. Akbari (2008) associates the concept of post-method with critical pedagogy, by being against the scene of ‘methods’, drawing on the lives and experiences of students for possible social change and transformation through language education. Critical pedagogy and CALx both need to have a greater place in ELT education, but especially in higher education because they both relate to higher education that have a purpose of being socially responsive and engaged. From these perspectives, it is also stressed that students’ and teachers’ individual identities are forefront, and the status quo is questioned. This questioning has the potential to alter classroom aims and activities in ways unintended and unexpected by policy planners or curriculum designers or textbook producers. The top-down approaches to language classroom in the Preparatory education context in this study cannot be ignored because they are present in the system of curriculum, exams and syllabus; however, the teachers and the students create new meanings with their local and personalized experiences through CL.

To conclude, the discussion of critical pedagogy and critical applied linguistics and their domains as presented in this section has been at a somewhat abstract level. There is little concern with what can be done in the classroom that involves critical work (Usher & Edwards, 1994). Pennycook (2001), Canagarajah (1999), Wallace (2003) are few of those scholars who look critically at their own classroom practice in teaching EFL which will be focused on in the following sections. As Pennycook (1990) argues it is important to emphasize the need to be engaged in more political projects to change the social circumstances and bring them in our classrooms. CL has the potential to create this possibility in the language classroom, and thus it is taken as the main approach in this study.

2.3 Critical literacy

We would also do well to be more humble in the world, listening to the many alternative views of language and learning, rather than preaching our views as the newest and best. Engaging in critical work is by no means easy, but I believe it is essential that those of us who feel that change must and can be brought about need to start developing a means of pursuing applied linguistics as a critical project (Pennycook, 1990, p. 26).

What Pennycook (1990) proposed as “critical project” has turned into different threads of critical work including critical discourse analysis, critical literacy, critical pedagogy, critical language awareness and critical classroom discourse analysis in 2000’s. Critical literacy has developed and evolved to a point that no one single definition fully encompasses the depth and scope of its significance and complexities. Definitions and understandings offered by theorists are explored in this section. Among the important concepts in critical literacy text which is particularly relevant for this study and other key concepts are also explained and interpreted in more detail. In terms of classroom practices, phases and strategies are presented in the following subsections.

2.3.1 Definitions of CL

The traditional use of the term literacy is the mastery of capabilities in reading and writing print text. Literacy has been perceived as a set of isolated skills: reading and writing, decoding and encoding texts. Within applied linguistics and ELT, literacy is simply the ability to read and write, and these skills are seen as autonomous, asocial, and decontextualized cognitive processes (Pennycook, 1994). In the era of information technology, definitions of literacy have expanded to include engagement

with a range of semiotic forms: visual, aural, and digital multimodal texts. The notion of literacy as a “monolith” has been thoroughly argued in research literature and various alternative interpretations of multiple literacies have been proposed (Cummins & Davison 2007, p. 892). These alternative ways of thinking about multiliteracies have discarded old understandings of literacy and have inspired critical thought that is Critical Literacy.

The Brazilian educator Paulo Freire is a major figure and a critical pedagogue whose thinking and educational practice arose among oppressed people in the South. For some, Freire has been perceived as Marxist but more accurately described as a radical humanist. To become ‘more fully human’ (Freire 1972, p. 31) is his major undertaking. Lankshear and Lawler (1989) in their interpretation on Freire assert that to function as a human being, literacy achievement; that is, being critically aware of one’s world and also being in creative control of it is essential (p. 68). Freire considered literacy programs as an agenda for social change which were built around key words which encoded politically and socially significant events, objects, or phenomenon in the lives of the poor. In his pedagogy literacy was a key to empowerment, as Wallace (2003, p. 62) suggests “knowing how things are named and gaining some critical distance from them as objects to be talked - and written - about gave people greater understanding of and control over the circumstances of their daily lives”.

Within a parallel line with Freire, according to Shor (1999a) CL is a social practice that questions received knowledge by challenging inequality and creating an activist community. Knowledge is socially constructed, open-ended, and constantly unfolding. CL is attained over time through thoughtful deliberation and practice (McLaughlin & DeVogd, 2004). It thus challenges the status quo in order to

determine alternative paths for self as well as social development. Moreover, it bonds together the political with the personal, the public with the private, the global with the local, and the economic with the pedagogical so that our lives can be redefined and justice can be encouraged (Shor, 1999a).

Also, CL has been interpreted from other angles by different theorists. For instance, according to Kenneth Burke (1984) CL can be understood as an attitude towards history, or in the ideas of Michel Foucault (1980), it would be an insurrection of subjugated knowledge. As Raymond Williams (1977) theorized, it is a counter-hegemonic structure of feeling. Adrienne Rich (1979) acknowledged that it is the language used against fitting unexceptionably into the status quo.

CL is commonly explained by many academicians as a theory with implications for practice rather than only an instructional methodology (Janks, 1993; Lankshear, 1994, Lankshear & McLaren, 1993; Morgan, 1997; Shor, 1999b). For instance, Luke (2000, p. 454) termed CL education as “a theoretical and practical attitude” and Morgan and Wyatt-Smith (2000, p. 124) called CL “overtly a theory for practice”. As a theory, CL in education can foster social justice by helping students to realize how language is affected by and affects social relations. In addition, as discussed in Behrman (2006) the aims of CL are to enable students to scrutinize the power relationships in language use, to acknowledge that language is not neutral, and to challenge their own values and beliefs in understanding the language.

According to McLaughlin and DeVoogd (2004), critical literacy cannot be defined as only a teaching method but “a way of thinking - a way of being that challenges texts and life, as we know it” (p. 29). It heartens readers to be active participants who can question and examine power relations. In a way it can “tap the sociopolitical consciousness that students bring to class with them” that serves “as a

catalyst for a continual quest for identity formation and social transformation”
(Kumaravadivelu, 2003a, p. 37).

2.3.2 Text: A way of being

Reading the world always precedes reading the word, and reading the word implies continually reading the world (Freire & Macedo, 1987, p: 35).

CL approaches ‘text’ quite different from the traditional stance. Traditionally, texts are print based books, “glorified as gateways to other worlds, keepers of the stores of knowledge, and inanimate confidants and friends” (Stevens & Bean, 2007, p. 6). This kind of a conventional perspective considers texts as sources of information and wisdom which is itself neutral and innocent and reading education is seen as decoding the text. However, this viewpoint of text discards the dialogic nature of classroom where all interactions in fact shape knowledge, power and discourse (Fairclough, 1989). Moreover, this narrow definition of reading ignores the pervasive role of the text as in shaping our identities, resources and opportunities. In CL, however, Freire and Macedo (1987) propose, literacy is an approach to achieve “a critical reading of reality” (p. 36), by reading the world within words, in order to understand it and transform it. In other words, reading the world is recognizing how human practices and social, political and economic systems influence and manipulate history, language, culture, and society. The written word in this perspective is considered as a means to explore and critically analyze the world. Therefore, the act of reading the word and the world becomes a tool to enable students to challenge existing structures of inequality and oppression. In CL practices, the students and teachers should decode texts that are the images of their own experiences with the world.

2.3.2.1 Analysing text

CL classroom practice emphasizes how the reader's values and the author's stance can position the reader for an interpretation of text. From the interpretative angle of texts, CL has close association with Critical Discourse Analysis (CDA) and Critical Language Awareness (CLA) from both practical and theoretical aspects. CDA is both a social and linguistic theory that does not necessarily have a pedagogical base. Critical language awareness (CLA) was proposed as an argument by Fairclough (1992) with purpose of combining ideology critique with an explicit instructional focus on teaching how texts work. CDA was the point of departure for the CLA movement which was built on specific pedagogic outlines and procedures in 1990s. CLA made use of socio-linguistically inspired teaching materials that gave greater emphasis to the ideological bases of language choice, acquisition and use (Wallace, 2003). That is, CLA involves teaching students the analysis of a range of texts being functional, academic, and literary. These students are guided to pay attention to lexico-grammatical structure, ideological contents in the texts, and the ways the texts were produced and used (Luke, 2000).

CLA can be approached in two aspects: macro and micro levels. Macro level of CLA is related to the language policies dealing with the power of relative languages or language varieties. This macro level promotes awareness of the unequal power relations that includes the use and maintenance of languages and language varieties within and across nations. At the micro level, text analysis is seen as a central micro component of critical literacy (Wallace, 2003). According to Berhman (2006), reading from a resistant perspective requires a conscious awareness of the influences upon text interpretation. Alford (2001) comments that a text may be

interpreted from various positions, and Foss (2002) suggest that resistant perspective helps students to peel different layers of meaning from a text and to approach the text from different identities namely race, ethnicity, class, gender, language, sexuality, and religion. Critical analysis, Wallace (1992) states, challenges the ideological content of texts as evidenced in their discourses. The choice of the writer indicates these discourses in which language plays a vital role in conveying both propositional message and an ideological one.

2.3.2.2 Textbooks

Textbooks are crucial instruments in the shaping of the future citizenry of a nation or of the global community to which these citizens will belong (Kramsch, 2013, p. 24).

The influential status of textbooks according to Kramsch (2013) can become a problematic issue and can be perceived as tyrannical due to the power they can exercise in the classroom as well as their biased and controversial being (Jobrack, 2012; Lowen, 2009). Any approach to text should consider the risk of producing or reproducing stereotypes and prejudices about the self and the other. (Hahl et al., 2015).

Central education system regulates and controls standardization and quality assessment processes of classroom literacy events by employing textbooks as a policy tool. Textbook assures discipline, standardization and accountability in the provision of literacy skills in schools. As a marketed and consumed curriculum commodity, textbook is a strategic artefact with its aesthetic and representational form and its educational and sociocultural functions. Its educational function is that it assigns required skills, and socioculturally it becomes an interactional tool and

ideological message system. From an economic perspective, it serves as a multinational product that can be scientifically tested and proven. It can also be reproduced by being adapted, translated, and marketed worldwide (Luke, Carrington & Kapitzke, 2003). Textbooks used in education play a central role, in reflecting, and in reproducing the power relations outside classrooms (Dendrinos, 1992; Gray, 2001; Luke, de Castell & Luke, 1989). Dendrinos (1992) asserts that textbooks “constitute an authorized medium that conveys to pupils ‘legitimate’ knowledge” (p. 26), serving “the social reproduction of cultural domination” (p. 154). By being reproduced again and again, the ‘interested’ knowledge (Pennycook, 1989, p. 590) is stabilized and normalized.

Pedagogic logic of the modern textbook as discussed by Luke et al. (2003) has three main aspects: The first one is that reading texts could be designed on the basis of instruction and skill based on behaviorist, cognitive or psycholinguistic theories. The second aspect is related to a whole set of teacher-proofed curricular commodities; namely, guidebooks student workbooks, adjunct visual and instructional materials, and tests. The third point emphasizes standardized tests that could be developed and they assess teacher and system effectiveness at delivery of the whole package.

Alternative ways to read texts can be explored through CL. Luke and Freebody (1999) state that learners are acknowledged as active, critical agents, rather than passive automatons. Critical literacy also enables teachers’ tools to facilitate essential thinking processes. It helps the teachers to understand that texts are not neutral; they are chosen by manifold stakeholders and they carry the beliefs and values of particular cultures and communities. Both learners and teachers need to wisely analyze, evaluate, and challenge the topics of the textbooks since they give

implicit or explicit assumptions about boys, girls, teenagers, adults, parents, groups and races (Mills, 2005).

Kalantzis and Cope draws upon CL by employing the term ‘critical framing’ which analyses the textbooks in two ways: functionally and critically (as cited in Mills, 2011, p. 33). Functionally, learners analyze the main function of the texts they read. The multimodal elements – spatial, visual, audio and gestural – function to achieve the writer’s purposes and they work harmoniously to create meanings of significance. By making use of these elements - spatial, visual, audio and gestural- learners may open up to feelings of revelation, uneasiness, aggravation, and interrogation. Through this functional analysis of multimodal design elements and their dynamic connections, deeper meanings are brought into consciousness. Series of strategic questions for analyzing functionally would be about facial expressions, bodily movements or gestures, speech, sound, spatial elements such as camera angles, spatial relations between characters and how they are positioned (Mills, 2011, p. 34). Analyzing critically is a process of cross-examining human intentions and assigned interests. Questions can be about whose point of view is represented, and what the social and/or economic consequences could be. For example, some questions to identify the author’s intentions would be: ‘What was the author trying to tell the audience? Why did the author want you to think that? Why did the author put it there? What opinion is the author trying to make you have?’ (Mills, 2011, p. 38). In summation, learners analyze the explicit and implicit agendas and interests behind a text (Kalantzis & Cope, 2005).

2.3.3 Phases of CL

Critical Literacy is an approach for the study of social practices including the language use and education. It seeks the larger cultural context of particular situations (Shor, 1999a). It views readers as active participants in the reading process and invites them to move beyond passively accepting the text's message to question, examine, or dispute the power relations that exist between readers and authors. It focuses on issues of power and promotes reflection, transformation, and action (Freire, 2000).

Alma Flor Ada (1988a, 1988b) proposes a framework for Critical Literacy, an approach to literacy education based on the work of Paulo Freire. The approach is applicable to students at any grade level. It is divided up into four phases in what she terms, 'the creative act of reading'. The first phase is the descriptive phase, the second one is the personal interpretive phase, the third critical analysis and the last one is the creative action phase (see Chapter 4 for details). Each phase involves an interactional process between either the teacher and students or, between the students and their peers. This process with time opens up meaningful communication and the strengthening of students' voices. The reading texts used in this approach come from current events, newspapers or mainstream content areas. Ada (1988b) emphasizes that although the phases are discussed separately, "in a creative reading act they may happen concurrently and be interwoven" (p. 103).

2.3.4 Key components of CL

In this section, key components of CL will be presented. These components are considered and discussed under the headings of knowledge, power, voice, positionality, problem-posing, and classroom strategies.

2.3.4.1 Knowledge

The very fundamental assumption of the concept of knowledge in CL is based on social constructivist epistemology. To obtain a critical dimension to literacy, an understanding of how various systems work for representing “knowable reality and universal truth” is needed. These systems can be learned but learning them need to encompass a questioning of the accompanying world-view (Elmborg, 2006, p. 196). Social constructivist theory presumes that meaning is constructed by the interaction of teacher and student with each other and with the text in the classroom (Au, 2005). Knowledge in class is regulated and reconstructed as a representative of the world with questions like: “who decides what ‘being somebody’ means, in whose name, for whose benefit then, and now, how do we come to think about the ways we do, who makes choices about understandings of reality, whose interests are represented in these choices, who benefits or loses with them, what choices are forgotten, how do people in different contexts understand the idea of ‘being somebody’” (Andreotti, 2014, p: 15)

Bringing questions like that into the classroom though the CL is the starting point of a critical education. This can create the awareness that education is political, and that all knowledge is interested as defined by the critical scholars (Giroux, 1988;

Pennycook, 1989). Critical educators see the political as an involvement that connects all ties within a society, and they bring into open the (re)production of social and cultural inequalities and of particular forms of culture and knowledge. In such an approach, all knowledge domains are interested; namely, knowledge is socially constructed and inscribed in all relationships of power, representing particular ways of understanding and explaining the world according to the interests of certain individuals or groups (Pennycook, 1989).

2.3.4.2 Power

Power can be analyzed through economic-reproductive model of education. From this perspective, power “becomes the property of dominant groups and operates to reproduce class, gender, and racial inequalities that function in the interests of accumulation and expansion of capital” (Aronowitz & Giroux 1993, p. 70).

Furthermore, power is also viewed from the Foucaultian perspective. It becomes the changing positions of decentered subjects instead of the binary positions of subjects, as oppressors or oppressed. Power is not a one-way force, yet a multilayered dynamism flowing from all directions (Wielewicki, 2007). Foucault (1980) argues that power is not simply something possessed by the dominant group, nor is it a question of prohibition and punishment; rather, power exists within the social body. Relations of power are intertwined with other kinds of relations (Pennycook, 1989). Post-structuralist theorists argue that power is always there; and it is related to the positions the subject occupies in the discourse.

In critical education through a critique of ideology, as Silva states, it is possible “to perceive how knowledge is contaminated by ideology” and that all

forms of knowledge are linked to power (as cited in Wielewicki, 2007, p. 53). The connection between knowledge and power can be actualized in Critical Literacy because knowledge is perceived as a social construction that is “connected to norms and values, it serves very specific economic, political and social interests” (Aronowitz & Giroux, 1993). According to Kretovics (1985) CL becomes a means providing “not merely with functional skills, but with the conceptual tools necessary to critique and engage society along with its inequalities and injustices”(p. 51).

The school becomes a site of political struggle and can produce change in and through the educational system. Denial of the political nature of schooling in fact reproduces an ideological position that supports the *status quo*. (Pennycook, 1989). Freire argues that education is managed politically by superficial appearance claiming that education is for everyone and by assuring that it maintains to function in the interest of the dominant class (Freire & Macedo, 1987, p. 122). This dominant class by Skutnabb-Kangas (1988) discusses the issue of power with A team and B team construct. This A team is the dominant class that controls the power and material resources and this team continuously invalidates and marginalizes the voice of the B team. This is how A team socially constructs the knowledge and becomes the dominant class in Freirean terms and maintains its own power (Wink, 2005, p. 100). Critical Literacy empowers the theory and action into a personal praxis that challenges the exclusive membership of the ‘A team’ (Cummins, 2001).

2.3.4.3 Voice

Voice is the way language is used to depict a picture of one’s reality, one’s experiences, one’s world (Wink, 2005). Takacs (2002) suggests that “we live much

of our lives in our own heads, in a reconfirming dialogue with ourselves” (p. 168). Thus, “even when we discuss crucial issues with others, much of the dialogue is not dialogue: it is monologue where we work to convince others to understand us or to adopt our view” (p. 168). Wink (2005) describes this one sided conversation as monovoice and she proposes “the broader the diversity of voices, the better the quality of society” (p. 60). In CL this diversity of voices can be acknowledged through dialogues in the classroom setting by discussions on topics emerging from textbooks. With critical discussions the surrounding normality is questioned and by dialogues multiple understandings are generated. Dialogue interrogates the normal. Cummins (2001) suggests critical dialogue be used in the classroom in numerous micro-interactions to negotiate between educators and students. According to him, it is in the interpersonal spaces of those interactions where knowledge is acquired and identities negotiated.

When engaged in critical literacy, students participate in conversations about the injustices of privileging one group or ideal over another because of skin color or socio-economic status, and teachers can help to empower students by providing opportunities for them to find their voices. Bringing various student voices whose needs, experiences and interests are taken into account, it becomes possible for teachers to invite students to take part in public discourse which attempts to pose problems and create alternatives to oppressive situations (Coffey et al. 2013).

2.3.4.4 Positionality

In the classroom, students position themselves in relation to others as:

“dominant/subordinate, marginal/center, empowered/powerless” (Takacs, 2002, p.

168). In this way, students judge their learning environments. Positionality is defined by Takacs (2002) as an understanding where a person stands in regard to power and challenges power and changes themselves. An understanding of differing standpoints is possible only when students can see outside the bounds of their positionalities. These positionalities can be transformed only when the teacher becomes partners with the students. Freire (2000) in *Pedagogy of the Oppressed* argues: the teachers' "efforts must be imbued with a profound trust in people and their creative power. To achieve this, they must be partners of the students in their relations with them (p. 75)". Students then are not considered in an "uncomfortable place of relearning and unlearning" but they place themselves into a transformative stage of learning (p.42). At this stage with this partnership an awareness can be raised towards the hidden curriculum to face the unseen.

In critical perspective, teachers need to discard the educational goal of deposit-making and replace it with that of transformative action. Teachers are no longer the ones who only teach but also they are taught in dialogue with the students. (Freire, 1970). Teachers are not seen any more as "passive technicians who learn a battery of content knowledge generally agreed upon in the field and pass it on to successive generations of students" (Kumaravadivelu, 2003a, p. 8). Teachers are involved in praxis to question and challenge social issues and work with students for social emancipation. From this perspective, students become critical thinkers, they are not considered as depositories because teachers are not knowledge givers any more.

Teachers, on the one hand, involve students with societal issues in classroom settings, and on the other hand, introduce them into social networks which they may further contribute to. Nevertheless, all teachers as educators can in fact inspire

students to critically examine the existing images of one-sided judgments and conditionings received through various circulating discourses and the power relations tied to them (Derince, 2011, p. 384). The critical educators are involved in a vital process of reimagining schools and classrooms as social justice building spaces (Anyon, 2009, p. 390). Au (2009, p. 228) suggests that Freire urged the teachers for the struggle against hegemonic ideologies of inequality in their classrooms with the realization that any kind of struggle of any context means an inclusion of oppressive forces as well.

2.3.4.5 Problem-posing

Freire (1993) introduced problem-posing education with a view of education that entails acts of cognition that can be realized through dialogue. Problem posing leads to asking questions that many do not want to hear (Wink, 2005). Problem solving comforts whereas problem posing can disturb. In the classroom with CL, the routine curriculum can be interrupted by problem posing. By doing this, students and teachers question the routine tasks and usual practices. It is “a critical inquiry into the existing curriculum” (p. 51). It is a matter of both visible and hidden curriculum. It is a way to challenge the hidden curriculum; the policy of the institution, the methodology, the politics. Anyon (in Apple, Au & Gandin, 2009) refers to problem posing as a “power analysis” (p.393) that evaluates the causes and solutions of current challenges in societal respect. She believes in the need of answering such questions as: Who is impacted by the problem? Who makes decisions that determine what those individuals or groups do and say? What kinds of informal influence or formal power do they have? What kinds of informal influence or formal power do

community residents have over the situation? Whose interests are affected by decisions that have been made? Who are potential allies in an attempt to solve the problem? Only after these questions are researched, do students engage in posing problems leading to practices in line with the critical pedagogy (p. 393). Problem posing finds its place as a classroom strategy in CL class, by posing these questions in discussions.

2.3.5 Classroom strategies

Luke (2000) recognized varied classroom strategies to foster critical literacy; he cautioned against a “formula for ‘doing’ critical literacy in the classroom”. Instead, Luke proposed an organic approach to critical literacy. In this approach teachers and students “invent” critical literacies in the classroom (pp. 453–454). McLaughlin and DeVogd (2004) warned that critical literacy practices should not be exported from one classroom to another without local adaptation, and Comber (2001) asserted that “critical literacy needs to be continually redefined in practice” (p. 100). Critical literacy strategies or starting points for teaching and learning are dynamic and adapt to the contexts in which they are used, encourage critical discussions based on reflection. This reflection can result in action that leads to more reflection and other resulting actions. The strategies provide a path for students as they engage in critical analysis probing social issues and power relations. Their role in CL is similar to that of reading comprehension strategies that support students’ understanding of text.

Mc Laughlin and DeVogd (2004) suggest CL strategies that are applicable for seeking ways of classroom practices. Figure 1 below presents those strategies:

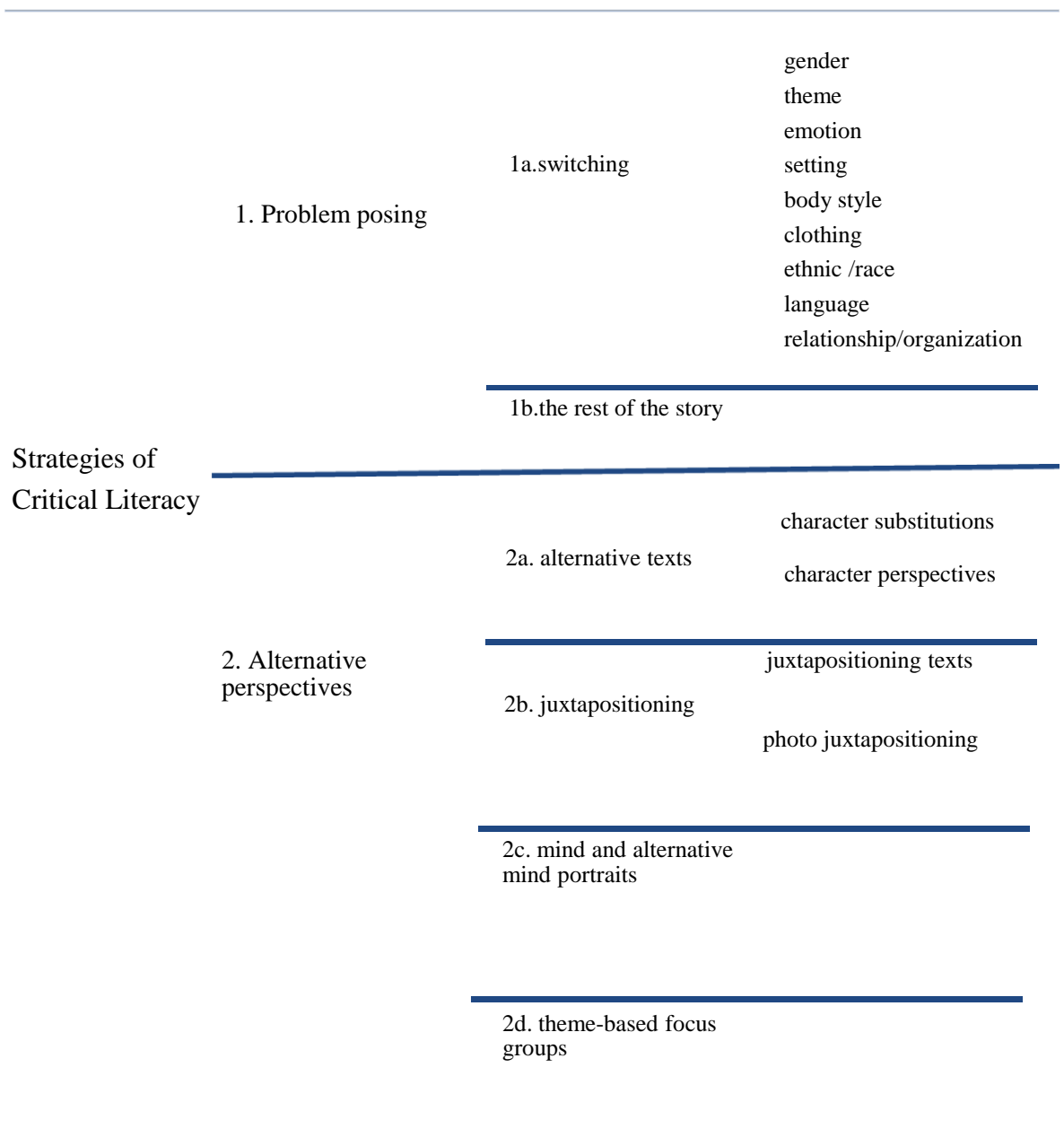


Fig.1. Strategies of critical literacy (adapted from McLaughlin & DeVoogd, 2004)

1. Problem posing

Problem posing "focuses on power relations in the classroom, in the institution, in the formation of standard canons of knowledge, and in society at large" (Shor, 1992, p. 31). It challenges the relationship between teacher and student.

Problem posing is dynamic, participatory, and empowering. It validates life experiences, cultures, and personal knowledge of teacher and student through narrative and informational text, as well as a variety of media, and conversations.

When dealing with the texts, videos or other materials students and teachers engage in CL by using questions, such as the following:

- Who is in the text/picture/ situation? Who is missing?
- Whose voices are represented? Whose voices are marginalized or discounted?
- What are the intentions of the author? What does the author want the reader to think?
- What would an alternative text/picture/situation say?
- How can the reader use this information to promote equity? (Mc Laughlin & DeVogd, 2004, p. 41)

1. a. Switching

One way to utilize problem posing is switching. In this strategy, after reading the text, the student responds to questions, such as what gender is represented in the text? Then, an alternative version of the story is imagined by switching genders, and the author's emphasis on one gender is critically analyzed to see how the message could change if the other gender were emphasized. Types of switching include:

Gender switch: How would your thinking about the story change when you replace key characters with people of the opposite gender?

Theme switch: How would your thinking about the story change when you make up a different story with the opposite theme or a different but closely related theme as a way to look at the story in a different way?

Setting switch: How would your thinking about the story change when you tell the story in a different setting – time, place, social class?

Body-style switch: How would it change the story if the main characters are tall or short, or big or small?

Clothing switch: How would the story change if the characters were dressed differently, gang, formally, hip-hop?

Emotion switch: How would it change the story if the characters had a different emotional tone?

Ethnic/race switch: What if the characters were given different ethnic or racial characteristics?

Language switch: How would your thinking about the story change if there were accents, vocabulary, and expressions from a different country, or a different section of the country?

Relationship/organization switch: How would it change the story if the main characters are friends? Recreate the story with the main characters as family members as if the main characters are part of a large family and their grandmother is living with them (Mc Laughlin & DeVogd, 2004, pp. 47-48).

1. b. The rest of the story (McLaughlin, 2000)

The Rest of the Story is a problem posing strategy that enables students to use their background knowledge to inspect what is missing or under-represented in a text. Students do research by using other resources, online sources, etc. to understand that missing perspective. When students are ready, they present it to the

class and start a critical discussion. By doing this, students are encouraged to develop an understanding of author and text bias. Exploration of related critical inquiries can include:

- Why did the author choose not to report certain information?
- What did the author want us to believe?
- What can we do to promote a just understanding of this topic?

Understanding of power relationships through these inquiries may result in action to promote social justice. (Mc Laughlin & DeVogd, 2004, p. 49)

2. Alternative perspectives

Alternative perspectives enable the viewpoints of different characters in a story or different people in a real-life situation. The class discusses the perspectives in a critical conversation through the characters or people that are presented in the story or situation, or created by the reader. Students share perspectives include focus groups, dramatization, poetry, and song lyrics. Critical Literacy strategies that help readers create alternative perspectives include alternative texts, juxtapositioning, mind and alternative mind portraits, and theme-based focus groups (McLaughlin & DeVogd, 2004, p. 46.)

2. a. Alternative texts

An alternative text represents a perspective that is different from the one the reader is reading. Alternative texts can be developed when reading narrative or informational text. With this technique, students can write an alternative text, find an alternative photo, or create counter-lyrics after examining the message conveyed by a text, photo, or song. Alternative texts can be created in all subject areas: in science, music, history class, and in social studies. For example, after seeing a billboard of happy people having dinner in their expensive house, a student might choose to write

an alternative text about a family that is sad because it is homeless and depends on shelters for food and beds.

Character substitutions: An existing character is replaced with a new character that has a different personality. This allows students to use their prior knowledge of different personalities to create alternative texts. In a similar vein, students might substitute a different setting for the one in the text.

Character perspectives: The motives of different characters and the facts of the story are to fit the desires of one character. When there aren't many characters in the story, the reader can bring alternative texts by imagining all of the people that the principal character might be in contact with every day in the community. The perspectives of the other people in the society might be involved in the story in a completely different way than does the principal character.

2. b. Juxtapositioning

This strategy helps the students understand that the same occurrence can be perceived in many different ways by examining two contrasting texts or two pictures next to each other to make the contrast between them obvious. It enables the reader to shift from the ordinary and see the text in a different way. Readers can also juxtapose different pictures, poems, or songs.

Juxtapositioning texts: Students examine two texts about the same topic in order to examine author bias. The bias in the text can be understood when a text or situation is described in comparison and contrast with the juxtaposed texts.

Photo Juxtapositioning: Two two photos with different views are examined from a critical standpoint. By doing this, students may understand that photos are not neutral, they have a bias and power to influence the viewer's understanding.

(McLaughlin & DeVogd, 2004, pp. 50-51)

2. c. Mind and alternative mind portraits

Students examine two points of view which can be represented in the story or one may appear in the text and the other missing from the text. Two perspectives are selected and analyzed by sketching the silhouettes of two heads. In the first silhouette, they write words, sketch drawings, or create collages that represent the first person's perspective; then they do the same for the second perspective (McLaughlin & Allen as cited in McLaughlin & DeVogd, 2004, p. 51).

2. d. Theme-based focus groups

Teachers select a text to read aloud to the class and gather a variety of theme-related texts for small-group reading. When the read-aloud text and the small-group texts have been read, students leave their original text-based small groups and reorganize into different small groups to read and discuss a different theme-based text. Students then engage in a whole-group discussion and they create theme-related projects accordingly (McLaughlin & DeVogd, 2004).

Critical literacy strategies namely problem posing and alternative perspective can be employed and adapted in all curricula. They open up space for CL in a variety of contexts and inspire teachers and students to envision CL as a natural part of learning.

2.3.6 Classroom studies in CL

Paulo Freire provides the fundamental philosophical theory and practice of Critical Literacy framework. He offers examples in his well-known book, *Pedagogy of the Oppressed*, of how critical literacy is developed in an educational context. Freire proposes a system in which Latino students become more socially aware through a

critique of multiple forms of injustice. Teachers engaged in critical literacy serve less as instructors and more as facilitators of conversations that question traditional power relations. Using critical pedagogical methods, teachers create spaces where they can be learners and students can be teachers, thus providing a context for everyone to construct and interrogate theories of knowledge (Coffey, Davila & Kolano, 2013). The reading of the word and the world can take place through powerful texts that address or portray concerns that affect the lives and self-perceptions of students. As educators, Freire and Macedo (1995) state that it is our ethical duty “to intervene in challenging students to critically engage with their world so they can act upon it and on it” (p. 10).

Specific types of lessons that examine power relationships through CL practices are found in language and literature and that these practices show students that language is never neutral. Research on these practices is not abundant in literature. Behrman (2006) reviewed articles, published between 1999 and 2003 in *The Journal of Adolescent and Adult Literacy* that concentrated on lessons and units highlighting critical literacy in middle and high school grades. Behrman (2006) searched electronic databases for ‘critical literacy’ as a key word. Only 36 articles were found in his search that included classroom applications at the upper primary or secondary levels (grades 4-12). This search revealed that common practices that support critical literacy included: “(1) reading supplementary texts, (2) reading multiple texts, (3) reading from a resistant perspective, (4) producing counter-texts, (5) conducting student-choice research projects, and (6) taking social action” (Behrman, 2006, p. 492). CL practices have commonalities in conducting projects; however, there is no formula for how teachers and students are engaged in critical literacy. Thus, CL looks different in every classroom because the subject matter and

the population of students vary. Behrman (2006) emphasizes that classroom pedagogy that includes CL can be an organic process if the students and teachers constantly revisit and refine it.

The rationale for social action in CL is not limited to the personalized and internalized reconceptualizations of language, power, and text. The last phase of CL, as explained in the previous section, is the 'creative active phase' which is a motive of becoming activist. In this phase research projects move important real-life issues into the school setting. An example for such a social action project was described in Powell, Cantrell, and Adams (2001). Students in this project decided to save Black Mountain because they learned that it was the highest peak in Kentucky and it was slated for strip mining. Initially the students learn more about the mountain through interviews with miners, mining company officials, and activists, they understand the competing environmental and economic interests. They contacted local newspapers and television stations and held press conferences to raise public awareness. They submitted a lengthy proposal to a state agency. They presented alternative recommendations which finally led to a compromise solution that was adopted by the state of Kentucky (Behrman, 2006).

CL found meaning and a place in the K-12 classroom in many studies (McLaughlin & DeVogd, 2004; Stevens & Bean, 2007). Many examples from teachers are presented in the book written by McLaughlin and DeVogd (2004). Among many classroom practices, one example that is proposed by the authors themselves can be presented here as a representative of possibilities in CL lessons with children. According to them, the students can use problem posing questions to deconstruct the children's book named 'The Giving Tree' by Shel Silverstein. This tree symbolizes the boy's mother in the story since it is referred as 'her'. The teacher

can ask questions like ‘who is in the text/ picture/ situation, and who is missing?’ after the text is read. Next step is on a more abstract level for children, and the questions can be ‘whose voices are represented? whose perspective does the author favor?’. The students are positioned in a way because they feel empathy for the self-scarifying mother. After questioning the positions, they realize how they are positioned by the author. In the lessons, children can question the subtexts or can work on alternative texts to come to an awareness of what the original text represents.

Language education within critical pedagogy are relatively recent in the context of Second Language Acquisition research. CL and second/ foreign language related research are in fact a rare area of study. Wallace (2003) focuses studies on critical reading in language education in her book and provides a collection. In this collection, she presents her discussions and conceptualizations coming from her critical reading courses. In her studies her students deal with textbooks and they discover how the orientalism is placed indirectly in popular culture texts to be westernized. In her classroom, she works with students and scholars from non-Western countries and finds out they offer richer, less writer-aligned interpretations of texts written in English but seek out different kinds of texts for critical analysis. For example, her student Yako from Japan was able to realize, more readily than the British student, that the text becomes a production of orientalism for a Western readership. Another student of hers searched websites of three international English language newspapers, from Britain, Japan and Korea respectively; she examined a news story receiving little attention in the West, but has a major influence in South East Asia, almost triggering a diplomatic crisis in the run up to the World Cup. The student claims the censoring of sensitive information regarding Koreans during the

war in Japanese text books. Wallace highlights the point in these studies that texts, their distortions and omissions matter (Wallace, 2003, p. 57).

An example of CL in a foreign language class comes from Canagarajah (1999) who reports how Tamil students of English in the civil war-torn Sri Lanka offered resistance to Western representations of English language and culture. By doing this, students are motivated by their own cultural and historical backgrounds, and their own experiences and values. The students reframe, reinterpret and rewrite the content of their ESL textbooks. These texts are written and produced by Anglo American authors through marginal comments and graphics. The students' resistance to these texts is with "the strategic ways by which discourses may be negotiated, intimating the resilient ability of human subjects to creatively fashion a voice for themselves from amidst the deafening channels of domination" (p. 197).

In this section, studies from different classroom settings are presented. All these classroom practices confirm that CL is an approach than goes beyond critically analyzing and understanding texts. It is a thorough process that needs to be taken seriously in order to bring to light social injustices and inequities in the world. Besides reading the written word, this approach to literacy focuses on leading students to "recognize various tensions and enable them to deal effectively with them" (Freire & Macedo, 1987, p. 49) by providing them with spaces for dialogue to genuinely interpret their reading of the world. All kinds of critical pedagogical approaches in a way allow spaces enable students to read texts differently, as Giroux suggests as "objects of interrogation, rather than slavishly through a culture of pedagogical conformity that teaches unquestioning reverence" (Giroux, 2011, p. 5). Within these spaces, students can challenge their own realities and discover new alternatives for transforming it.

2.4 Summary

In this chapter critical theories have been discussed in relation to the specific aims of the study that is based on the framework of Critical Literacy. Critical Literacy is also detailed with its concepts, phases and strategies in order to contextualize the findings of this research.

CHAPTER 3

CONTEXT OF THE STUDY

3.1 Overview of the chapter

This chapter details the context of the study by focusing on English Language Teaching (ELT) policies in Turkey and the university preparatory school system of Turkey with the missions of these schools, curricular policies, and the study examples conducted in Preparatory Schools.

3.2 Status of English in Turkey

English is the most common foreign language with an instrumental function in Turkey (Doğançay-Aktuna, 1998, p.37). Globalization and neo-liberal economy policies and Western popular culture generated the incentive to learn and use English in Turkey for better job opportunities in international business transactions and traveling purposes. Kırkgöz (2009) states that English maintains communication with the world for economic, social and business relations to advance Turkey's modernization and westernization at the international level. At the national level, however, Kırkgöz (2009) explains that it is a personal instrumental motivation to learn a foreign language as it provides with an access to better education and a more prestigious job with better benefits.

English does not have an official or institutional status or usage as a second language. Turkey is considered in the Expanding Circle category according to Kachru's (1992) three circles. English has instrumental purposes and is being taught

as a foreign language at schools. This status is also approached from a different angle by several scholars from Turkey. Doğançay-Aktuna and Kızıltepe (2005) and Selvi (2011) argue that the socially dominant position of English in Turkey resonates with that of Outer Circle countries where English holds an official status and is a second language. This claim is based on the popularity of English medium instruction and the top-down promotion of English by the government.

It is essential to note that English language instruction is not uniform in all types of educational institutions in Turkey. Although English is promoted widely and language instruction starts at the very early stages of the compulsory education system, learners who go through all the stages of English education through the primary, secondary and high school levels, usually start their higher education with Preparatory School due to the insufficient proficiency level to follow academic studies in English. There are issues in the education system and history in Turkey that affect the features of teachers and teaching materials, teaching approaches and quality and quantity of language instruction. The next section details the background of English policies.

3.3 English education

The ELT policies and planning of Turkey is presented in this section in order to contextualize the Preparatory Schools' systems and the background of foreign language education of the students of Preparatory Schools. Foreign language education has gone through different phases in Turkey regarding the dynamics of socio-economic, political and cultural conditions of the country. According to Selvi (2011, p. 186) during 1923 -1950 French was the most popular language. In the

period of 1950 -1980, English gained importance and after 1980 it became the most widespread foreign language and gained precedence over other foreign languages (i.e., French, German) in the curricula as the new commodity of the globalized world (Akcan & Bayyurt 2016; Bayyurt, 2006, 2013; Doğançay-Aktuna, 1998; Kırkgöz, 2009).

In 1983 “The Foreign Language Education and Teaching Act” was issued for foreign language teaching at the level of secondary and high school education. Likewise, the “Higher Education Act” of 1984 made foreign language courses compulsory (Demircan, 1988). These foreign language teaching policies introduced in the neoliberal climate of the late 1980s lacked overt frameworks. Following these policies, the number of private schools spread throughout the country. In these schools the medium of instruction was English. State schools were then of three types: “standard/general, vocational (technical, commerce, fine arts) and Anatolian High Schools” (Doğançay- Aktuna & Kızıltepe, 2005, p. 255). In private schools and Anatolian High Schools, after one/two year(s) of preparatory English, all school subjects except Turkish (Religion, History and Geography) were taught in the foreign language. The rest of state schools provided approximately eight hours per week of foreign language instruction with no preparatory English. Meanwhile, in 1994 “Super English High Schools” were introduced into the system. These schools had a similar system to Anatolian High Schools and there was also one-year of English language instruction; however, they required lower scores on the entrance examination (Kırkgöz, 2007).

From 1997 on, ELT curriculum reform called for continual adjustments and standardization with the norms of the European Union (EU). English was introduced in Grade 4 and Grade 5 in primary school. Also, Common European Framework of

References was introduced in early 2000s. Communicative language teaching (CLT) methodology was placed in the curriculum with a student-centered approach. Though these attempts following the latest pedagogical trends, they were not actually realized in the classrooms because of limited in-service training and technical support (Bartu, 2002; Bayyurt, 2013; Haznedar, 2010). According to a study conducted by Kırkgöz (2006), teachers of English were only partially able to apply these suggested approaches and methodologies. This was due to insufficient time allocated for foreign language instruction, an overloaded curriculum, large class sizes, the lack of teaching materials and resources, and the mismatch between the content and layout of the textbooks and the suggested methodology, i.e. CLT (Kırkgöz, 2007, p.186). Haznedar (2012) also conducted a study with 538 state primary school language teachers about their classroom teaching practices and she concluded the most commonly used classroom procedures were found to be “repetition (84.6% 451/533), dialogues (86.7%, 462/533), question-answer (93.1%, 496/533), pair work (71.9%, 383/533), and translation from English to Turkish (65.9%, 351/533)” (p. 44).

From 2005 on, the intensive English education schools were gradually turned into 4-year schools with fewer hours given to foreign language learning. Foreign language courses were introduced to the curriculum grades 2 and 3 within the reform scope of the 4+4+4 educational system (Kırkgöz, 2016).

In the present study that is conducted in the 2012-2013 academic year, the students who start the Preparatory School have had their share from the constant changes and revisions in the English language education system in Turkey. They come from different primary and high schools and they have taken English courses throughout their education until they come to higher education. According to 2013 statistics, there are 179 universities in Turkey, 109 of which are state universities and

69 are private universities. In Turkey, all higher education institutions operate under the control and supervision of The Council of Higher Education. Two of the state universities and four private universities have English-medium instruction in Turkey. Student placements at universities are determined with the scores from the centralized university entrance examination along with their own preferences. In departments where the medium of instruction is English, students are required to take a proficiency exam at the relevant university or an equivalent such as TOEFL or IELTS before they start their department classes. If students cannot pass any of those exams they have to study English in the preparatory program for one year and retake the proficiency exam at the end of the academic year.

3.4 Preparatory language schools

Preparatory Schools in Turkey do not have a long history. Most of them have been set up in last ten years with the flourishing of foundation; that is, private schools. The others do not go back more than fifty years. The first Preparatory School was established at Boğaziçi University in 1958 and METU followed in the early 1960s. In 1996 each university providing English medium instruction programs was required to establish a Preparatory School with a one-year English for Academic Purposes (EAP) curriculum. In 2001-2002 this requirement was extended to Turkish medium instruction universities. With a recent change in the language policy, Preparatory Schools provide English to those taking courses with at least 30 per cent English medium instruction (TEPAV, 2015).

In year 2005, there were 53 state universities in Turkey, 23 of which were English-medium universities offering a one-year intensive English preparation for all

new students who are not successful in the English proficiency exam administered at the beginning of the first academic year (Doğançay-Aktuna & Kızıltepe, 2005). In 2013 this number increased to 179, including private universities as well; 150 of these universities are now offering preparatory program in the first year of school. Preparatory Schools serve the purpose of intensive foreign language courses, mostly focusing on English yet some also include other languages such as German and French. Students need to study in preparatory depending on the medium of instruction of their departments at the universities.

Greater insight into the various interpretations of the purposes of Preparatory Schools can be gained by examining the views of different Preparatory Schools within higher education. Both public and foundation school perspectives are taken into account to realize how these schools are undertaken by different types of schools.

The views of the preparatory schools can be displayed under two categories:

a) Institutional views

b) Curricular policies

a) Institutional views: Mission statements and graduate attributes

Insight into the aims and purposes of higher education can be gained by viewing the mission statements and teaching plans of universities. An institution formalizes its meaning and intent by declaring its values, principles and tenets through its mission statements. As Mouritsen (1986) confirms, if institutions of higher education expect to preserve their significance to the society, their values and principles should be declared clearly. Mission statements, however, may be criticized by some scholars and academics as “a collection of stock phrases that are either excessively vague or unrealistically aspirational” (Morphew & Hartley, 2006, p.

457). However, they provide a view of the goals that these institutions of higher education have in mind for its staff, students and society. Scott (2006) states that these statements are grounded on teaching, research and public service.

Some preparatory schools explain their mission statement as students being able to follow their departmental courses in English and to be able to access and use all English resources related to their academic studies and to be able to use English in their professional lives by communicating in written and oral contexts. These universities serve English medium instruction in all their departments (see www.ydyom.metu.edu.tr). Some universities serve English, French, German or Turkish medium instruction according to the department policy. Marmara University is one of these universities and the mission statement of its Preparatory School is to prepare students, who will pursue their undergraduate studies in a foreign language as the primary medium of instruction, and help them acquire a certain level of proficiency (see www.ydil.marmara.edu.tr). Some like Dokuz Eylül University prefer to focus on an academically rigorous programme for its students as a mission (see www.ydy.deu.edu.tr). Some others concentrate on equipping students with the language skills necessary to express themselves in their professional fields (see www.yabancidiller.kocaeli.edu.tr). When analyzed, most preparatory schools have a common mission which is to provide students with another language for graduate studies. Research also agrees that the mission of Preparatory Schools is to provide a certain level of English proficiency to students so that they can follow their courses in their departments effectively and use English internationally in various fields (Toker, 1999).

Just like mission statements, graduate attributes could provide insight into the aims and goals of preparatory schools as well. Barrie (2006, p. 215) defines graduate

attributes as a way that universities seek to articulate the outcomes of the education. Preparatory schools are one year programs and students graduate from these schools in order to continue their education in their departments. Therefore, these schools, though a part of the university, could be considered as a unique entity that give graduates each year. Graduate attributes should also be taken into account as well as the mission statements of preparatory schools while explaining the institutional views.

There are many reasons why graduate attributes are considered important for Preparatory Schools. The mission statements of most of these schools is based on students being able to follow departmental courses after preparatory education; however, graduate attributes detail and conclude what the curriculum provides to each individual during the preparatory period. As said by Hager and Holland (2006), graduate attributes are distinct from disciplinary or technical knowledge and often relate to thinking skills and effective communication. Some other qualities referred to are critical thinking, intellectual curiosity, problem solving, logical and independent thought, communication and information management skills (Bath, Smith, Stein, & Swann, 2004). Furthermore, graduate attributes also encompass “personal attributes such as imagination, creativity and intellectual rigour; and values such as ethical practice, persistence, integrity and tolerance” (Hager & Holland, 2006, pp: 2-3).

Graduate attributes are not homogenous and can be often disparate (Donleavy, 2012; O'Connor, Lynch, & Owen, 2011). The case is quite similar in Preparatory Schools and evident through a study conducted by Derince (in preparation), who concluded that graduate attributes of Preparatory Schools could be understood by administrations in different ways. Derince argues that although

Preparatory School administrators are supportive of most of the attributes presented in the survey to some degree, some attributes are both stated and implemented in their schools, some are only stated, some are only implemented and some are not stated nor implemented. It can be stated that the graduate attributes of the preparatory schools differ from one school to another.

Preparatory Schools hold many different missions and graduate attributes. Some missions and attributes are in common and some are not. These schools also hold on to curricular ideologies as Richards (2001) points out, sometimes in line with and sometimes totally apart from their own missions. When the missions and curriculum philosophies are hand in hand, all stakeholders benefit from a healthier education period. But it is not only this idea that can make the preparatory school system more potent and enabling; the mind of the system requires a transformation for the betterment of all who are involved in Preparatory Schools.

The next section explores various curricular policies of Preparatory Schools and how they shape the language education.

b) Curricular policies: Foreign language curriculum perspectives in Preparatory Schools

The educational curricula in many countries across the world have been reframed into a test-oriented structure, turning them into instrumental ones by an overload of test-oriented materials which underscore the superficiality of the process in recent decades. The case is no different at English Preparatory Schools where the curricula prepared at all levels of foreign-language education reduce teaching and learning processes to successive tests only. In this way, teaching and learning have turned into a procedure centered on the promotion of exams in which higher order and analytical thinking, creative subjects and skills and the possibility of a critical or

social justice-oriented curriculum are excluded (McNeil, 2000). The curriculum and instruction are transformed into what Lissovoy (2008) terms a ‘reductionistic obsession with test scores’, as a result of which students and teachers are urged to put a lot of effort into the preparation for these exams. These preparatory school tests, Kayapınar (2006) explains, have powerful roles in many people’s lives in the educational process and they are at noteworthy transitional moments in education and beyond.

On the other hand, these alienating and isolated curricula which are fixated merely on the test-oriented system do not necessarily create a learning environment which triggers language learning or contributes to a collaborative and critical identity construction on the parts of both students and teachers in question. In other words, there is almost no critical thinking, in the Freirean sense, on any topic in the curriculum, nor is there much motivating academic language teaching to assist students to follow courses offered in their departments at university level (Derince, 2011).

Preparatory Schools are known to develop goals for their foreign language programs, mostly concentrating on the basic and immediate language needs of learners. Some of the Preparatory Schools stress the importance of academic English as well depending on the time allocated for the preparatory school modules or programs and the missions they have. Yet Çiftçi (2005) argues that no matter what the school curricula stresses, the students focus “exclusively on passing the final exam rather than on realizing the academic and cultural benefits gained by acquiring oral, reading, and listening competence in the School of Foreign Languages” (p.9).

Richards (2001) state that while developing goals for educational programs, curriculum planners need to draw on their understanding both of the present and

long-term needs of learners and of society as well as the planners' beliefs and ideologies about schools, learners, and teachers. These beliefs and values present the philosophical key stones for educational programs and the justification for their objectives. When analyzed vigilantly, a number of competing or complementary perspectives can be found in the preparatory school curriculum. It is important to scrutinize what Richards (2001) suggests as five curriculum ideologies that shape the nature of the language curriculum and the practices of language teaching so that the policies, missions, rationales behind and implementations of procedures of preparatory schools could be better understood (p.113). Richard (2001) firstly proposes 'academic rationalism' which is based on the real value of the subject matter and its role in developing the learner's intellect, humanistic values, and rationality. The content is made up of different subjects that form the base of the curriculum. Secondly, he discusses 'social and economic efficiency' which highlights the practical needs of learners and society and the role of an educational program in creating economically productive learners. The social-efficiency approach is criticized for being reductionist and it takes for granted that learners' needs can be identified with predetermined set of skills and objectives. This is what Freire (1972) calls the 'banking model' where the knowledge is something external to the learners and is deposited in pieces by the teacher as the depositor. Thirdly, 'learner-centeredness' argue the importance of the individual needs of learners, the role of individual experience, and the need to develop awareness, self-reflection, critical thinking, learner strategies, and other qualities and skills that are believed to be important for learners to develop. Clark (1987) calls this educational philosophy 'progressivism' and adds that learning is imagined as a continuum that has several developmental stages. It puts an emphasis on process rather than product, and a focus

on learner differences, learner strategies, as well as learner self-direction and autonomy. The forth curriculum perspective is called ‘social reconstructionism’ which highlights the roles schools and learners can and should play in addressing social injustice and inequality. As Richards (2001) argues, to develop a curriculum cannot be evaluated as a neutral process and as many critical scholars suggest schools also do not present equal opportunities for all but reflect the general inequalities in society (Apple, 1995; Freire, 1972; Giroux, 1988; McLaren, 1995; Wink, 2005). The last educational philosophy is ‘cultural pluralism’ which argues that schools should prepare students to participate in several different cultures and not only the culture of the dominant social and economic group. Cultural pluralism seeks to redress racism, to raise the self-esteem of minority groups, and to help students appreciate the viewpoints of other cultures and religions.

According to TEPAV’s (2015) findings, it can be interpreted that Richard’s (2001) curriculum ideologies of ‘academic rationalism’, ‘social and economic efficiency’ are the only ones observed in Preparatory School context. TEPAV discusses five kinds of English language curriculum in Preparatory Schools three of which are related to academic rationalism. English for Specific Academic Purposes (ESAP) which refers to EAP that is applied to a particular field, such as English for architects, economists, and dentists; English for General Academic Purposes (EGAP) which is academic English designed to teach the skills required for academic study; English for Occupational Purposes (EOP) which covers work-related language skills such as business telephone calls, writing business e-mails and letters, making presentations, and reading business reports. The other two are connected to more or less social and economic efficiency: there is English for General Purposes (EGP)

which consists of everyday social English, covering all four skills; and there is one that is a mixture of EGP-EGAP (pp:74-75).

In line with the test-based approach, Preparatory Schools in Turkey often tend to follow a ‘back to basics’ approach to education (Derince, 2011). This implies that certain skills have to be taught and mastered, that is, memorized before adding on anything new (Gallagher, 2008). This kind of an approach affects both the teachers and the students in various ways. The ‘back to basics’ approach is what Freire (1983) termed as ‘banking education’ where the teacher defines her role as depositing information in the students’ ‘memory banks’ by teaching a skill until the students have mastered it and stored it in their memory banks. Often the skills in the ‘back to basics’ approach are dictated by a curriculum that is handed down to teachers. Teachers may not have been involved in the writing of it, they may not approve of it, but many of them just accept it. Questioning the status quo may mean that you are overlooked when it comes to promotion or, worse, you may be sidelined by the coordinator and/or the director. This partly explains why many teachers remain silent in such circumstances. Forcing in more centralized curricula, the increasing state intervention in schools, the development and legitimization of teacher-proof materials and prescribed teaching methods have all lead to the gradual de-skilling of the teacher's role and has put greater institutional control over classroom practice (Apple, 1986).

Many teachers of the preparatory school complain about the students and their grades and accuse them of not studying enough in order to learn English, whereas many students find the materials and teaching techniques used useless or irrelevant which makes them reluctant to interact with the materials and participate to classroom activities (Derince, 2011). This situation can be seen as an example of

two-sided dissatisfaction; yet, there are not enough discussions or research-based data to understand the links of this dissatisfaction.

In line with this trend, university students from diverse family and education backgrounds in Turkey enroll in the English language preparatory school of the universities for one year before they start their classes in their chosen departments. Students who have won the right to an English-medium university education by means of passing the relevant university entry exam also need to pass a proficiency test of English in order to be allowed to continue their education in their chosen subject. During the two semesters of preparatory school, students are required to take numerous tests in English; a language which they have been learning, starting mostly from primary school, which they still do not fully comprehend at the higher education level (Kırkgöz, 2009). It is difficult to say such a test-based approach to preparatory education does ‘prepare’ students for their departments in a meaningful sense except for providing them a limited, mostly structural knowledge of English language.

In spite of such a situation in language preparatory settings, there is no significant and comprehensive research probing and analyzing the interactions and negotiations among students, teachers, materials and the other variables involved in English language learning and teaching in preparatory schools and how these influence and inform the students and teachers wants and needs as well as the teaching-learning outcomes during that process. The schooling experiences of students play a significant role in determining the person they become. These experiences may be influenced by all the teaching methods, textbooks and other materials used, the tests and quizzes within the curricula that are directly or indirectly imposed on students. In preparatory curriculum there is not much possibility to bring

to light the sociopolitical consciousness that students might have that would in fact serve “as a catalyst for a continual quest for identity formation and social transformation” (Kumaravadivelu, 2003a, p. 37). The CL approach of this study suggests an alternative means to empower and motivate both the teachers and the students and forms the basis for understanding ‘knowledge’, how it is transmitted, what the role of knowledge is in textbooks and in other classroom dynamics, how language learning and teaching process can become more critical and analytical with the CL strategies and CL tasks.

3.5 Studies on preparatory schools in Turkey

There are a number of studies conducted in higher education preparatory schools in Turkey. In this section some of the studies are presented in order to shed light into the issues emerging from the Preparatory Schools. Graduate studies are usually based on motivational factors, academic achievements, materials, and curricular elements in Preparatory Schools. The topics of some of the unpublished graduate thesis from different universities are listed below:

- Motivational factors affecting students in learning a language and whether there are significant differences between the students of a preparatory class and their teachers in identifying those motivational factors, possible ways of enhancing the motivation of students and to help them create a better atmosphere by getting them to understand the students (Çiftçi, 2005).
- The influence of education process on students’ satisfaction and loyalty intention towards English Preparatory Schools of universities in Istanbul with a focus

on the pure service given in the education sector, and the education marketing concept (Özsever, 2008).

- Evaluation of an English Preparatory Program based on the elements of curriculum, success of the program in realizing the desired qualities and suggestion of a new Preparatory Program model based on the results obtained (Özkanal, 2009).
- The needs of preparatory students to design a formal syllabus which has not been subject to research from the foundation of the preparatory program of a SFL at a university with several recommendations to renew the syllabus (Örs, 2006).
- Presenting a better foreign language teaching for prep classes of Turkish State Universities and material development in this area (Cengizhan, 2006).
- Teacher development and the role of teacher in the acquisition of speaking skills by students with an analysis of video recording effects on the quality of language teaching and acquisition (Sayın, 2013).
- Insights about the process of implementing curricular change in an EFL context by identifying the problems in an existing curriculum and needs of the students, setting goals based on those needs and problems, selecting an appropriate teaching tool, training the administrators and teachers on that tool and preparing students for the new teaching tool to be implemented into the curriculum, and piloting and evaluating the new tool, teachers' and students' attitudes towards a new learning tool in a university EFL program and investigated the administrators', teachers' and students' attitudes towards implementing that teaching tool into the curriculum at a university in SFL (Sezgin, 2007).
- The learner identity construction of one particular learner in a preparatory class and the relationship between a learner's English language learning and her learner identity (Ersin, 2014).

Apart from these, some published articles include studies on evaluation of school program (Tekin, 2015), relationship between the academic achievement of university students and their motivation, anxiety and attitudes (Akpur & Alci, 2014), viewpoints of the preparatory students on the education process (Dinçer, Takkaç & Akalım, 2010), an evaluation of two different regimes of grammar teaching, one following its own language content and another following the language content of the main course (Çetinavcı & Topkaya, 2012), examination of the syllabus designs used in the three preparatory schools of the three universities in the Turkish Republic of Northern Cyprus and make suggestions on how to improve these syllabus designs (Bensen & Silman, 2012), Turkish EFL students' conceptualization of an effective English language teacher (Arıkan, Taşer & Saraç-Süzer, 2008).

The review of the literature on Preparatory Schools in Turkey reveals an emphasis on current curricular and methodological issues. A few of these studies include some suggestions for syllabus and program design for innovation purposes. However, there is a lack of studies related to classroom practices and how they could be improved. Therefore, we know little about what really happens in a preparatory class and what could better happen with different approaches, how the teacher and student could contribute to the learning and teaching environment and dynamics. There is also absence of studies on implementation of particular teaching approaches and its realizations in the classroom. Moreover, to the best knowledge of the researcher, there is no study done in English language preparatory school at the higher education institution that scrutinizes the curriculum, language teaching and learning environment, language policies from a critical perspective within the domains of critical theories such as Critical Pedagogy, Critical Applied Linguistics and Post Method Pedagogy.

From such a departure point, this study has a potential to contribute to the literature on foreign language learning and pedagogy as well as curriculum studies in Turkey. First of all, via this study, it will be possible to critically examine the practice and outcomes of interaction between students and teachers in a language learning-teaching environment in preparatory school setting. By introducing CL in the foreign language classroom, students will be given the chance to relate the curriculum to their own experience and to analyze broader social issues that are relevant to their lives and to the wider contexts. Similarly, teachers will have a clear identity of who they are as educators—what identity options they offer to their students by encouraging them to think critically and collaboratively and take action. Also, within this type of analysis there can be a more comprehensive understanding of the social relations that characterize schooling and the community. Lastly, this study will provide the opportunity to introduce teaching materials and strategies informed by Critical Literacy, and through this it will be possible to see how a critical approach to teaching language is reflected on learning experience.

3.6 Summary

In this chapter, the context of the study is analyzed within the scope of the foreign language education system and English language policies of Turkey. Moreover, there is a thorough mapping on the Preparatory Schools with a specific focus on different institutional and curricular approaches. Lastly, related studies within the preparatory school context of the foreign language education in Turkey is explained.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 Overview of the chapter

In the following section, the methodological aspects of this study are discussed. The chapter begins with a description of the rationale and the philosophy for the research and the subsequent sections discuss areas relating to research design, methods of data analysis, ethics and trustworthiness.

4.2 Rationale for the research

The purpose of this study is to gain understanding of Critical Literacy (CL) and the implications that arise when ELT teachers engage with CL. This inquiry examines the CL experiences of both ELT teachers and students who have encountered CL in the language classroom for the first time and it aims to uncover the various phases of CL that have shaped the language learning process in the SFL in a state university class in Turkey. The aims are:

1. To identify the analytical implications of CL from the perspective of both teachers and students who engage in it.
2. To understand the various dimensions between English language teaching/learning and CL.
3. To gain an insight into various kinds of social awarenesses during CL implementation.

Corresponding to the aims for this study, the following research questions were developed:

RQ1) How is Critical Literacy experienced by students and by teachers in different phases of implementation?

RQ2) In what ways is learning and teaching English as a foreign language experienced with Critical Literacy in a Preparatory Class?

RQ3) What does Critical Literacy bring into the Preparatory Class in terms of social awareness?

The first research question highlights the analytical implications of CL from the perspective of both teachers and students who engage in it in the language classroom. It includes the in-class implementation process of the CL phases. It examines the experiences and the insights during theme discussions and tasks involving background knowledge, attitudes, feelings and ideas that interact with CL materials. The second research question examines the various possible dimensions of English as a foreign language when it meets Critical Literacy. It searches for possible transformational aspects and strategies of learning and teaching English at a Preparatory class. The final research question is directed at social awarenesses which can derive from the dynamics within the discussions in CL preparatory class. This third question is an in-depth understanding of different meanings emerging from all experiences.

4.3 Research philosophy

In this section, my research philosophy is presented through considering my ontology and epistemology. I discuss my realities and my subjectivities as a relativist

researcher and describe how they have influenced the study. I also outline my view of knowledge and the beliefs that have guided and formed the research design.

4.3.1 Ontology

Ontology is about what we know about the world and so it can be called as the starting point of all research (Grix, 2002). According to this knowledge, it can be said that my ontology has an impact on how I perceive social reality and the way I distinguish the information gathered for this study. My understanding, beliefs and values of the world come with my family background and my marriage as well as what I have learnt from my education and occupation. These various influences have affected the way I look at the world and how I interpret it.

I have found that my education as a master's student in American Culture and Literature has taught me to read things from an alternate perspective. Throughout my studies in postcolonial and feminism literature I comprehended how what I had learnt beforehand, was in fact regarded as just an interpretation and not as the truth. I was able to see how different readings of texts produced different interpretations. It was at that stage when I was introduced to critical theory and studied the world from the lives of the marginalized and oppressed. Then, I acknowledged that there is no such thing as an absolute truth, and so I have decided to employ the concept of 'multiple realities' by Creswell (2007) for this study. Since the world can be perceived and understood in many different ways by 'multiple realities', it is important to remember that not only different researchers embrace different realities but also that the individuals being studied and the readers of a qualitative study (Creswell, 2007, pp: 17-18).

My interest in exploring different realities is based on three reasons. Firstly, it is related to the world we live in. This world is constructed and reconstructed by human beings. The past has been already constructed when we are born, and we struggle to change it for a better future. We try to understand the histories, memories, and stories from many perspectives to perceive where we live, how we live and who we live with. Especially, coming from a country where certain liberties such as the freedom of languages have been questioned for many years, I know the value of what each voice has to say. For this reason, I do not want to silence any person in this research, and hence seek to represent their perspectives.

Secondly, my upbringing and my marriage also helped shape my views on justice and equality and I found it easy to align my values to the values of critical literacy because of the similarities that existed between them. I was born into a family that raised me as a bicultural and bilingual kid from the start. My mother is an American and my father is a Turk although I could easily say that my father was not a typical Turkish man. He was a person who knew the importance of perspectives and always guided me to look into things with different colors. He painted, he drew, he travelled, he read intensively and never stopped investigating. He was a professor for his students and for his children. I learned the importance of tolerance, honesty, equity for all peoples from him. My mother, being an American, raised me in Turkey with American culture and language. I always felt I was different from my fellow friends in forming habits and customs and reacted differently to social, religious and political events and situations. I knew from an early age that I was living in a country where many things were accepted unquestioningly, or unwillingly. When I met my husband I became sure of my perceptions and thoughts. My Kurdish husband who came from a different background, led me into another world that I was unaware of. I

was living in Turkey, and I was judgmental and opinionated in certain issues. I did not have much idea of ethnicity, and language conflicts or economically disadvantaged people. All these issues grew on me and I became more critical in time thanks to my husband.

The last contributing factor that developed my interest towards critical literacy was my own teaching experience in higher education. Like most everyone else, I graduated from approximately 16 years of schooling in an *apprenticeship of observation* (Lortie, 1975) before I started off as a teacher. Thus, I had my own beliefs about what constituted teaching and learning a language. For I never had the chance of being a pre-service teacher, my beliefs were not really shaped by a structured theory-driven pedagogical knowledge. And I knew that my professional knowledge would come from my own experience in time. I also trusted my English proficiency and my bilingual background. I knew I would be able to teach students more than what was in the textbooks and involve them in various authentic materials and also the cultural aspects of American life. In addition to all these, I trusted myself because I was born into a family involved in teaching at the university level. I did not know exactly why but probably because of all these reasons that I always sensed that being a *teacher* was not so difficult. I was one of those teachers who had ‘easy beginnings’ (Kyriacou & Kunc, 2007). Although I did not take the teaching profession that seriously at first, I grew out of that idea once I realized teaching meant more than a combination of many skills and strategies. For more than fifteen years, I have been involved in teaching English to preparatory school students at the university level. As a teacher, I found incorporating global issues in a critical perspective a great way to expose students to the wider world, through language education. My students and I carried out conditioning projects in class where we

worked on different social and political issues that affect the country we live in and the world in general. These studies were published in education journals and book chapters once I became more theoretically conscious and well read. All these critical readings and critical projects made a great impact on my language teaching process and the way I perceive a language classroom. Therefore, I believe CL can possibly provide a similar insight for all language teachers.

My ontology relies on the assumption that there are multiple realities. My ontology is a relativist one, and so these multiple realities are also shaped by my values, beliefs, ideas, family and educational background. This is because it is not possible for researchers to separate themselves from their traditions, environments and personalities. This is why the research and inquiry itself becomes a value laden field (Cousin, 2002). Therefore, my ontology plays a significant role in determining how I have viewed and analyzed the data I have obtained from the participants.

4.3.2 Epistemology

Epistemology refers to the knowledge-gathering process (Grix, 2002). In other words, it guides what the researcher can say about the data, and informs how the researcher theorizes meaning. It clarifies how the researcher knows what they know (Creswell, 2013).

As a researcher, epistemologically I position myself much more to the constructivist paradigm. I conceive knowledge as being socially constructed and emerging from peoples' social practices; therefore, I conceptualize social reality as being generated and constructed by people and existing largely within people's minds. I believe that the works of researchers are geared towards seeking "for

culturally derived and historically situated interpretations of the social life-world” (Crotty, 1998, p. 67). The knowledge and interpretation of the school system, the classroom setting, the material used, the role of the teacher and student are all perspectives that are constructed socially and politically and the data coming from the participants for my study context is gathered accordingly.

Constructivist view also explicates that when researchers interact with the participants to acquire data, inquiry changes both researcher and participant. This confirms that knowledge is time and context dependent (Coll & Chapman, 2000; Cousin, 2002). Thus, it needs to be established that the data that I have captured only represents the views of the participants at one, particular moment in time. It may not necessarily be a representation of their current viewpoints and opinions because their understanding of reality and the tone of the experiences may have shifted after that time.

Constructivist epistemology seeks to understand multiple realities and interpretations about a given phenomenon. The interpretivist outlook recognizes that reality has a socially constructed nature and due to this, it is dynamic and is open to numerous human interaction, perception and creation of meaning (Willis, 2007). Multiple interpretations will bring in the tension that arises from contradictory perspectives; however, this does not have to be regarded as something negative and instead can be turned into a learning experience. I see all participants’ interpretations as being equally valid and legitimate and as a crucial element in understanding the practice of CL.

4.3.3 Research paradigm

An interpretivist paradigm was adopted for this study because it corresponded with my ontology and epistemology. The interpretivist research paradigm seeks to explore and comprehend the truth from people's own experiences and perspectives, and it embraces multiple interpretations of the same phenomenon (Creswell, 2009). As Cohen and Crabtree (2008) explain reality, it is constructed intersubjectively; however, meaning and understanding are developed socially and experientially (p: 333). By obtaining such an understanding, this research is an interpretative qualitative study. Although there may be many constructions of reality, there is no foundational way to choose among them (Matsuda & Silva, 2005), except through my own lens of interpretation.

The primary interest of qualitative researchers is to understand the meaning or knowledge constructed by people. In other words, what really intrigues qualitative researchers is the way people make sense of their world and their experiences in this world (Merriam, 1998). This study becomes a qualitative case study adopting an emic approach to voice participants' classroom experiences. According to Creswell (2013):

Case study research is a qualitative approach in which the investigator explores a real life, contemporary bounded system (a case) or multiple bounded system (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g. observations, interviews, audio-visual material, and documents and reports), and reports a case description or case themes. (p. 97)

Case studies are often used in educational research with an objective to deliver a holistic picture of the phenomenon under study and they offer detailed descriptions of certain learners within their learning settings (Mackey & Gass, 2005, pp. 172-73). Case study designs are in particular helpful and valuable when a researcher aims to

understand the meaning-making processes of participants in the construction of their realities.

The researcher explores in depth a program, event, activity, process or one or more individual in case studies (Stake, 1995). In a descriptive case study, as in this particular study, the researcher identifies study questions, theoretical framework, the logical linking of the data to the theory, and the criteria for interpreting the findings (Berg, 2009, p. 327). The conceptual framework and research questions developed guide the specific data collection techniques and forms of analyses. Given the holistic and emic nature of the interpretive qualitative research enterprise, the researcher must take into account “all relevant and theoretically salient micro and macro contextual influences that stand in a systematic relationship to the behavior or events one is attempting to explain” (Watson-Gegeo, 1992, p. 54). My research questions involve both the analytical implications of CL and the linguistic and social awarenesses which derive from the discussions during CL realization. The research questions attempt to gain insight into classroom dynamics from the perspective of both teachers and students so the investigation should include not only the implementation process of CL but also the full range of social interactions and behavior operating within and possibly outside that classroom. This essentially means considering the construction or co-construction of meaning at least one level up from the actual social situation being investigated. Qualitative studies also often demand going beyond one level up to include the contextual influences of, say, the school, the community, the school district, and even larger historical and sociopolitical factors.

In summary, interpretivist/constructivist approaches to research have the intention of understanding "the world of human experience" (Cohen & Manion,

1994, p.36), suggesting that "reality is socially constructed" (Mertens, 2005, p.12). Also, the interpretivist/constructivist researcher inclines to rely upon the viewpoints of participants of the situation being studied (Creswell, 2009) and recognizes the impact on the research of their own background and experiences. In a similar design, this study employs an interpretive research paradigm. It adopts a relativist ontology, acknowledging multiple realities, and a subjectivist epistemology in which the researcher can co-construct meanings and with the participants can co-create understandings.

4.4 Research design

The research design is in line with the interpretivist/constructivist paradigm which is a qualitative case study. It is made up of an in-depth data collection concerning multiple sources of information; that is, questionnaires, field notes, observations, documents and pre and post semi-structured interviews. The data analysis is thematic and is used for the questionnaires, interviews and documents. The data sources are matched with the research questions in Table 7. The following section details the research setting, participants, procedures, data collection sources, analysis, trustworthiness and ethics.

4.4.1 Research setting

The study is conducted in a SFL in a state university in Istanbul, Turkey. The English Preparatory School admits around 1500 students every year based on the results of the preparatory placement examination. The preparatory school lasts for a

one-year period (two semesters) offering English-medium courses. There are three different proficiency levels; that is, students are placed into one of the three levels according to their test results at a beginner, pre-intermediate or intermediate level. Two or sometimes three teachers share the class hours for one class in one of these levels throughout the year. The main objective of the course is to prepare the students to pass the proficiency exam given at the end of the year so that students can start their classes in their chosen departments in English the following year. The proficiency exam is a common standardized test which is the same for all students from all levels in that specific university. The students who start in the preparatory school in the fall semester are equipped with the knowledge that they need to pass the English proficiency test at the end of the spring semester. Hence, they concentrate mostly on what the curriculum offers them to succeed in the proficiency test. The curriculum of the preparatory department is arranged accordingly and the teachers usually prefer to follow the routine of the syllabus to back up the tests. The procedure takes place with pre-arranged commercial textbooks and some prepared materials as well as timely exam schedules. Teachers and students attend classes and cover lessons exactly as stated in the curriculum so that students do their best in the quizzes, progress exams and lastly in the final proficiency exam. Testing office is a separate unit which is prioritized over all other units and this is a clear indication of how gaining competence in English is perceived and how objectives are met within the preparatory school (in press, Derince).

The preparatory program used to offer 24 hours of language instruction per week, aiming to develop students' grammar, reading, writing, and listening and to prepare them for their undergraduate studies. At the end of the academic year, the students would take the proficiency exam and those who scored 60/100 gained the

right to start their undergraduate program. Clearly, the proficiency exam constitutes a very significant part of students' overall achievement in the department.

The preparatory school underwent a profound change in terms of its curriculum and administration a year before this research period. A totally new curriculum was designed with a different stance exerting a greater emphasis on Common European Framework. The students were expected to demonstrate linguistic skills that are B2 level on the global scale of Common European Framework of Reference for Languages (CEFR)¹. Starting from the 2011-12 academic year, the preparatory program offered 20 hours of language instruction per week for B1, 22 hours of language instruction per week for A2 and 25 hours of language instruction per week for A1, aiming to develop students' reading, writing, listening and speaking skills to prepare them for their undergraduate studies. The syllabus consisted of one commercial textbook and the supplementary materials designed by the curriculum unit aiming at a more integrated skill approach in the syllabus and the testing process.

4.4.2 Participants

In qualitative research, the objective is not to find similarities that can be generalized, but “to detail the many specifics that give context to its unique flavor” (Lincoln & Guba, 1985, p. 201). And in order to delve into details of a particular context, purposive sampling can be preferred in qualitative studies. The choice of

¹ CEFR: The CEFR is an internationally recognised framework that describes 6 levels of language ability from A1 for beginners up to C2 for those who have mastered a language. The CEFR is used by organisations all over the world as a reliable benchmark of language ability (Retrieved from https://www.cambridgeenglishteacher.org/what_is_this on 25.08.2016).

purposive sampling signifies that the researcher highlights the importance of “a series of strategic choices about with whom, where, and how one does one’s research” (Palys, 2008, p. 697). As a case study researcher for this study, I am interested in asking why particular students and teachers feel particular ways, the processes by which these attitudes are constructed, and the role they play in dynamic processes within the class. For this reason, I have adopted purposive sampling strategies in this study. When developing a purposive sample, researchers can use their special knowledge or expertise about some groups to select subjects with certain attributes who represent this population (Berg, 2009). Due to my knowledge of the institution, my acquaintance with colleagues and my experience with similar students for many years gave me the possibility to employ purposive sampling. The purposive sampling I used is a typical case sampling (TCS) where I was able to select the class, and the teacher participants that I preferred to work with and that could bring multiple perspectives to the issue. The word ‘typical’ means that the researcher has the ability to compare the findings from a study employing typical case sampling with other similar samples. Thus, with TCS, one cannot use the sample to draw generalizations to a population, yet the sample can be representative for other similar samples. TCS is beneficial when the researcher is dealing with large programs. It enables to set the bar of what is standard and chooses the case simply because there is nothing unusual about it (Palys, 2008). My participants were chosen based on their likelihood of behaving like every other student/teacher at Preparatory School. Therefore, in accordance with the qualitative case study approach, the study concentrated on one class made up of 18 students who were of intermediate level (B1 according to CEFR) and two teachers. The students and teachers were active participants in the study who took field notes during the research period. The

teachers wrote reflection notes and students had their diaries. Although this particular class followed the same syllabus with the rest of the B1 classes, the teachers made lesson plans and prepared extra materials corresponding to the framework of CL. The following section provides more detailed information of these teacher and student participants.

4.4.2.1 Teachers

Teacher participant Müge: Müge is an English instructor and has been working at the same university for 19 years. She has also worked part time at other universities. She is trilingual in Turkish, German, and English. Before she became a teacher after getting her degree in English teaching, she worked at various jobs that required the use of her English and German. However, she could never identify herself with the work she was doing and kept changing jobs almost every year. She started working in a hotel, and then became a cabin attendant, which she found meaningless; followed by a Turkish bank and some international companies. When she finally decided to try teaching, she discovered that this was her vocation and stayed. Born in Germany, she was also raised there. She went to school in Germany till she was 16 and went to high school for 1,5 years in Bursa/Turkey until her graduation followed by a university education in the same city in a Foreign Language Education Department, which she found extremely dissatisfactory due to its syllabus and the quality of teaching. After her second year she was considering leaving when she learnt that the government had employed many native speakers that held graduate degrees for the coming year and decided to stay. Her remaining senior years at university were her best and also the only time when she felt genuinely challenged.

Those years modeled her as a teacher. She does not hold any graduate degrees but has attended many seminars throughout the years and various ELT conferences between 1996 and 2013 including TOEFL and IELTS workshops.

She follows the international news from different foreign channels and enjoys listening to alternative radios. She has great interest in social media and is an active participant in different forums. She likes to make students actively participate in social media by replying to posts in their closed class group in order to express their thoughts in written English.

She is single, lives with her two cats and she cares for stray animals and feeds them. She is deeply concerned with environmental issues and initiates online campaigns for possible changes. She is good at cycling, yoga and tango and has self-discipline in sports and is self-taught in repairs and handicraft. She is technology friendly, and benefits from the online sources.

We have been close friends for many years and I have observed that she has good rapport with her students and keeps in touch with her former students. She does not like to use only one type of material and she brings different tasks into the classroom. She is energetic and motivated in class and enjoys interactive and lively lessons. She treats her students as equals and puts them in charge of tasks.

She has chosen to work on three modules, namely environment, leisure time and technology for CL. The reasons for her choices are to raise awareness on those topics which she feels she is more conscious of and try to stimulate students to think more critically about their actions, be it the environment or the use of technology and elicit new ideas.

Teacher participant Hatice: Hatice is a Turkish teacher of English who has been working at the same institution for 16 years. She also worked for another university

for 5 years beforehand. She has been teaching English as a foreign language and has also taught academic English at undergraduate level in many departments such as international relations, economics, and management. She is a graduate of English Language and Literature and has a Master's degree on European Union Culture and Literature. She has been keen on professional development throughout her career and attended lots of seminars and conferences. She is a member of TESOL, and INGED.

Hatice had taught reading and writing to mostly intermediate/upper intermediate level students at the prep school until she adopted the curriculum of the whole school to CEFR. She was the curriculum coordinator of the preparatory school at the time of the study.

She has participated in an ELF project for a year and has read the articles in the online portal and has written commentaries and attended conferences to share her ELF experience.

She has been married for 17 years and is the mother of a son aged 15. She comes from an academic family and is married to an academician. She is involved in world issues and posits herself away from mainstream discussions and routines such as daily events and popular gatherings at school and in her neighborhood. She says she feels different at most times and questions both the education system and the foreign language education system of the country. She identifies herself as leftist and follows news on leftist media. She is not active in social media because she says she avoids exposure to the manifestation of shallowness on the side her friends and colleagues, which makes her feel more alienated to them from time to time. She likes shopping from local bazaars and is an extremely good cook; in fact, the kitchen is a space for her husband and her and they both cook and eat well. She is

quite gender sensitive and shares most chores with her husband. Her recreational passions are travel, theater and music.

I have been a close friend of hers for many years and had a chance to work closely with her on curriculum and material development. She is good at adapting materials and uses the Internet exhaustively to find various sources for her class. She expects learners to develop in four skills, prepares materials accordingly and strongly favors group work and peer collaborations in class. She is stimulated by hard work and new ideas.

She has decided to focus on food, gender, and education for CL. She has preferred to work on these topics since she is more familiar with them and has more understanding and critical look on this issues.

For the purpose of the study, it is important to have background knowledge and opinions from the teacher participants on the roles of English as a foreign language, students, teachers, syllabi, textbooks and exams to understand their ideas, and beliefs on these issues. Therefore, both teachers are asked to fill in a background questionnaire which includes their opinions on ‘English, teachers, learners, syllabus, textbooks and exams’. (see Appendix A for teacher participant background information questionnaire).

The tables 1 and 2 below present the answers of the teacher participants. The teacher comments are detailed further in these tables so that a comparison could be made between their ideas on these concepts. The opinions of the teachers on ‘English, teachers, learners, syllabus, textbooks and exams’ have become a base for the initial stage of the study. The findings and discussions chapter starts with the data on opinions, and feelings gathered from these tables and the pre-semi-structured interviews.

Table 1. Teacher Opinions on English, Teachers, Learners

	1. Müge	2. Hatice	
Opinions on English, teachers, learners	a. To know English	It means to know a worldwide accepted medium of exchange/interaction through a common language	To be fluent both in speaking and writing
	b. Role of English teacher	To motivate students to become independent learners of English, raise their awareness that there is no one type of standard/accepted English and that the language itself functions as a tool for interaction. Therefore, the main purpose of learning English should also be to learn from societies/groups of people different from ours and try to understand them	To activate students' motivation to participate in the learning process
	c. How do students learn English?	Online games and forums, films, English courses, foreign students; hardly ever reading	By involving in the learning process and contributing to it.
	d. Role of English learner	To expose her/himself to the language and learn through interaction, by using the language as a meaningful tool to communicate information, feelings and opinions	To take the responsibility of his/her own learning and actively participate in classes

As can be seen from the Table 1, although the teacher participants have nearly the same number of years of teaching experience, their opinions on English language vary. Both participants are asked the question ‘What does it mean to know English?’ For Müge, to know English has a “symbolic meaning” and English means “to know a worldwide accepted medium of exchange/interaction through a common language”. She claims the main purpose of learning English should also be to learn

from societies/groups of people different from ours and try to understand them. Yet for Hatice, its meaning involves language skills: to know English is “to be fluent both in speaking and writing”.

They are asked ‘What is the role of an English teacher?’ There is also a difference in the opinion for the role of English teacher. Müge sees the students as independent learners of English, and her role is to “raise their awareness because there is no one type of standard/accepted English and that the language itself functions as a tool for interaction” whereas the other participant teacher Hatice suggests that “motivating the language learner” should be the main role of an English teacher.

Müge answers the question ‘How do students learn English?’ by pointing out the significance of online games and forums, films, English courses, and interaction with foreign students. She adds that reading hardly ever contributes to their learning because they basically do not prefer to read. Hatice on the other hand, emphasizes the importance of self- involvement and contribution in the learning process. Principally, Müge gives importance to material diversity and Hatice highlights the student involvement in activities and tasks in learning English.

The role of the English learner finds meaning by exposure to the language and interaction and by understanding that language is a meaningful tool to communicate information, feelings and opinions for Müge. However, Hatice suggests taking the responsibility of one’s own learning is necessary by actively participating in classes.

Table 2. Teacher Opinions on Syllabus, Textbooks, Exams

	1. Müge	2. Hatice	
Opinions on syllabus, textbooks, exams	a. Role of Syllabi	To give students an itinerary on their journey of learning English and possibly to foresee the expected outcome of this journey	The syllabus is the framework within which a teacher works. A good syllabus is a flexible one, so the teacher can act freely. This framework should be reconstructed by the teacher to meet the needs of the learners
	b. Role of Textbooks	To create (hopefully) a meaningful medium for the language learner to apply her/his newly experiencing language. If the textbook is not to the students' liking, learning and cooperation may not take place as desired	The textbook is only an element of teaching and should not be regarded as a 'bible' which is prepared by writers who know everything about learning and teaching. It is the teacher's responsibility to decide what and when to teach what is presented in the text
	c. Role of Exams	The classic answer would be to assess students' performance. Yet, this is where we are supposed to direct our students because we as teachers are expected to help and guide them "there", where they can "succeed" by passing a test. In terms of real learning exams mean nothing to me	Their role is to assess learners' improvement

Table 2 provides a comparison between the teacher opinions on syllabi, textbooks, and exams. The teachers are asked the question 'What is the role of the syllabi?' For both teachers the syllabus is used for the learner benefit. For Müge the syllabus is to give students "an itinerary on their journey of learning English and possibly to foresee the expected outcome of this journey" and for Hatice a good syllabus is a "flexible one, so the teacher can act freely" and reconstruct it to meet the needs of the learners.

The teachers' opinions on the role of textbooks are also very important in the scope of this study so they are asked 'What is the role of the textbooks?' Müge's idea is that textbooks can "create a meaningful medium for the language learner to apply her/his newly experienced language" and "if the textbook is not to the students'

liking, learning and cooperation may not take place as desired”. For Hatice, the textbook is “only an element of teaching” and it is important to remember that “textbook writers do not know everything about learning and teaching”. For her, it is the teacher’s responsibility to decide what and when to teach what is presented in the text.

Lastly, they are asked ‘What is the role of the exams?’ They respond similarly and assert that exams are there to assess students’ performance and improvement; however, Müge adds that her real opinion of exams is in fact different. Her statement “In terms of real learning, exams mean nothing to me” in fact says that learning should not merely be done for the purpose of exams.

4.4.2.2 Students

Participating students (n=18) of this study are 2012 –2013 academic year English preparatory students of the SFL. These eighteen students were placed into one of the English preparatory classes according to the placement exam of the school they took at the beginning of the academic year. The level of the class they were in was a B1 according to the CEFR. They volunteered to participate in the study; and none withdrew from the study. The students were given brief information about the study and were asked to contribute as active participants. The study was conducted with a total number of 18 students whose ages ranged between 18 and 20. Six of them were male student participants and twelve of them were females.

They were given a background questionnaire to provide descriptive information and also detailed information on their opinions related to the high school experience and general opinions on foreign language education, teachers, materials,

and foreign language curriculum. (see Appendix B for student participant background information questionnaire).

The pseudonyms of the students, their birthplaces, the languages they were taught at high school, the schools they graduated from and their favorite subjects at high school are presented in Table 3 below.

Table 3. Demographic Information of the Students

	<i>Name</i>	<i>Birthplace</i>	<i>Native Language(s)</i>	<i>Other Languages Spoken</i>	<i>Schools Graduated</i>	<i>Favorite Subjects</i>
1	Metin Ali	Antalya	Turkish	English university prep. German basic	Akşemsettin Anadolu Lisesi İstanbul Aydın Üni.	History
2	Su	İstanbul	Turkish	German basic 3 years	Köy Hizmetleri Anadolu Lisesi	Maths, Physics, Biology
3	Gezgin	Balıkesir	Turkish	English 9 years German 3 years	Rahmi Kula Anadolu Lisesi	Biology
4	Eda	Tekirdağ	Turkish	English 10 years	Lüleburgaz Anadolu Lisesi	Literature, English Maths
5	Duru	İstanbul	Turkish	English 10 years German 3 years	Hacı Sabancı Anadolu Lisesi	History, Literature, Sociology, Psychology
6	Deniz	İstanbul	Turkish	English 9 years French 3 years	Kadıköy Hayrullah Kefoğlu Anadolu Lisesi	Maths
7	Arya	İstanbul	Zazaki, Turkish	English, German	Samiha Ayverdi Anatolian	Turkish, History, English
8	Sevda	Tunceli	Turkish	German	Cumhuriyet Anadolu Lisesi	Maths
9	Behzat	Bursa	Turkish	English 9 years French 3 years	Bursa Anadolu Kız Lisesi	PE, Art, Sociology, Psychology, History, Geography
10	Öznur	Almanya	Turkish	German	Sami Evkuran Anadolu Lisesi	History, Geography
11	Yavuz	İstanbul	Turkish	French learned abroad	Kocaeli Körfez Fen Lisesi	Physics, Maths, Turkish
12	Hanzade	İstanbul	Turkish	English 13 years German 3 years	Ataköy Cumhuriyet Anadolu Lisesi	History
13	Muhittin	Konya	Turkish	English ilkokuldan beri	Adıyaman Fen Lisesi	Maths, Modern physics
14	Göze	İstanbul	Turkish	English since kindergarden German 3 years	Mustafa Saffet Anadolu Lisesi	History, Geography, Philosophy, Sociology, Psychology
15	Kenan	K.Maraş	Turkish	English 10 years	Bursa Fen Lisesi	Maths, Biology
16	Melissa	İstanbul	Turkish	English 9 years German 3 years	Ordu Anadolu Lisesi	Maths, Geometry
17	Zeynep	Karabük	Turkish	English 8 years German 3 years	Karabük Anadolu Öğretmen Lisesi	Maths, Biology Physics
18	Selen	Rize	Turkish	English 9 years German 3 years	Mecat Sağbaş Anadolu Lisesi	Maths, Physics, Chemistry, Biology Literature

As can be seen in Table 3, among the student participants, eight students were from Istanbul and the rest was from different cities of Turkey. They all graduated from

different high schools 15 of which were Anatolian high schools, and the remaining three students graduated from Science High Schools. All student participants had actually been learning English as a compulsory school subject starting from the 4th grade of primary school. The ones who studied in Anatolian High Schools were obligated to study in a one-year preparatory class of intensive English prior to their secondary school education and then continued to study approximately 10 hours of English per week as a compulsory school subject. Eleven of them also took German and two of them took French as another foreign language in high school. One student learned French abroad and one learned German in Germany. One student had already studied at a one-year preparatory school in a private university before he entered the state university. Seventeen participating students are native speakers of Turkish, one Zazaki. They all have been learning and using English as a foreign language at least for nine years and English is the favorite subject of only two participants. They are mostly oriented toward Mathematics and come from Math classes and took the university entrance exam accordingly.

Table 4. English Experience Before Preparatory School

#	Name	English Before Prep		
		Experience	English Teachers	Materials
1	Metin Ali	Wr, R, Sp.ok but List.problematic	Still seeing them	Pearson Longman, Azar
2	Su	bad	A junior high t. did extra curricular activities	Solutions
3	Gezgin	System and curriculum is there for the sake of being there	A junior high t. taught me sth.	Solutions, remember nothing.
4	Eda	L, R, Sp.ok butWr.problematic	Rmember them all	Grammar way
5	Duru	No good quality	Disliked school due to them	National geographic reading book hated it.
6	Deniz	System problematconly private schools teach	Gave lots of hw, nervous	Grammar way
7	Arya	teachers didn't try to teach us, just came and left	A teacher liked spokeEng and tried different ways	Macmillan was like Traveller, Go ahead
8	Sevda	Forgot English	High school t. was nice, taught playfully.	Facts and Figures
9	Behzat	Education insufficient	Good quality t.	Success was like Traveller Totally True
10	Öznur	Forgot last year. 9.year was like prep.	Good t, always helped	Grammar Way
11	Yavuz	No use of school, at home graders	Primary school t. taught with games	no book to remember
12	Hanzade	9.year was like prep. the rest rubbish	9. grade teachers motivated	Just books
13	Muhittin	High school teacher encouraged me	10. grade t. motivated	No book to remember
14	Göze	No use in public books, learn from internat. projects in high school	Liked most.	Public books and Click on
15	Kenan	No daily practice so not liked it	9. grade t. taught 4 skills	Northstar was like Traveller
16	Melissa	Learned so-called English. 9.year was like prep.	9. grade t. taught me Eng.	English books
17	Zeynep	Studying for sake of grades	9. grade t. taught me Eng.	Not studied public books, some other
18	Selen	No sp. and wr. in high school	10. grade t. taught good gr.	Never liked them

As can be seen in Table 4 students were asked their opinions on English before Preparatory School which includes their English experiences, opinions on their English teachers and the materials they used at high school. The student participants mostly comment on the education system and curriculum as problematic and insufficient, and they say that system and curriculum are “there for the sake of being there”, and that “teachers did not try to teach us”, “just came and left”, and that they “studied for sake of grades”.

Table 5. Student Opinions on English, Teachers, Learners

#	Name	Opinions on English, teachers, learners				
		Why English	To know English	Role of English teacher	Role of English learner	How to learn English
1	Metin Ali	Academic success, job opportunities compulsory lang.	Academic success, career, socialization	Finding efficient and fun ways of teaching	Learning by using effective and useful materials	Impossible system, curriculum always changes
2	Su	Job opportunities to follow world issues	Communicate	Have active lessons, make Ss like the lesson, find different ways	Peer support, guidance	accumulation
3	Gezgin	career, academic success, international lang.	Career, to communicate	Guide, facilitator, share experience	To do best, practice	Talent, willingness, practice, self esteem
4	Eda	Another lang, world lang, major in English	Job opp, read classics in their lang.	Not teach only grammar, realize individual differences.	Differs according to person	Voc. imp., reading graders
5	Duru	Major in English, speak abroad, job opportunities	Better job opp, interact with developed countries	Attract Ss attention, find ways to make enjoyable	Revision, study	Teacher must make it enjoyable, Ss must study
6	Deniz	Better job, better living	To speak and write clearly and fluently	Comfortable and supporting	Determined, willing	Speaking English, reading, writing
7	Arya	my major, gives me happiness, sharing experiences	Know four skills	we don't know the language so we need an educator	want is the key word for both teachers and students	they need to like and want
8	Sevda	education, master's	Know four skills	Make enjoyable, with games	Patient and willing	For education, to go abroad
9	Behzat	my major	Communicate everywhere	Not boring	interested	Good rapport between teacher and Ss
10	Öznur	Different lang, job opportunities	To speak fluently, to comprehend	Student centered	Follow the book ritual	Speaking, reading but even in our own lang. we get silenced.
11	Yavuz	Academic work, world lang.	Communicate, follow academic work, watch without subtitles	Teach how to learn, not just book usage	try	Teach methods, no in class learning
12	Hanzade	My father's will	To make my father happy, job opp.	Be a teacher and get paid	Try, be willing	Effect of teacher, willingness of Ss
13	Muhittin	To know more than the rest, self-esteem	One language one person	Sharing own learning experiences, attract attention, guide	Attention and care	Continuation, active use
14	Göze	Universal lang, job opp., major in English	Better job opp., follow articles, global citizen	Not a leader, facilitator, motivating	Be active, practice	Long term learning still in prep, the same things over and over again
15	Kenan	Academic imp., reading articles, world lang., ELF, world culture	Global person	Knowledge, talented to teach, dialogue	To be using in daily life and internationally	To use, sharing experiences
16	Melissa	Qualified doctor, ELF, to help poor countries	Communicate	Like teaching, individual attention, guide	Like the lang, use it, live it.	Not only from books, be curious
17	Zeynep	Academic career, travel, help Africas	Communicate	Attract attention, speak English	Use lang. in daily life, think English	Private and public different, analyze and implement the best
18	Selen	Major in Eng., world lang., job opportunities	A plus.	Not only from the book, teach different topics	Produce, try, participate	First memorization then practice

Student participants were also asked general opinions on English, teachers, learners and they gave answers to ‘why they preferred English, what it means to know English, the role of English teacher, the role of English learner, and opinions on how to learn English’. Students mostly prefer to ‘learn English’ due to academic work/success, job opportunities, career, and international/universal language. For them to know English is associated with mainly communication, and also academic success, career, socialization as well as speaking and writing clearly and fluently and using four skills. It is commonly agreed that the ‘role of English teacher’ is to be a guide, a facilitator, a person who shares experience, who is student centered, has active lessons, finds efficient and fun ways of teaching and realizes individual differences, and also a person who does not only teach from the book, but teaches different topics. Students provide some key words for the ‘role of an English learner’ which are effective and useful materials, peer support, guidance, practice, interest, determination, attention, care, produce, trial, and participation. Students have a variety of answers for ‘how to learn English’. They express that one needs talent, willingness, practice, self-esteem, accumulation of ideas and active use. Also, the teacher must make it enjoyable, and the students must study, they need to like and want to speak, read, and write in English. There needs to be good rapport between the teacher and the students, and they need to share experiences. It is not all about in class learning, and learning is “not only from books”, one has to “be curious, analyze and implement”.

Table 6. Students Opinions on Syllabus, Textbooks, Exams

#	Name	Opinions on syllabus, textbooks, exams		
		Role of Syllabi	Role of Syllabi	Role of Syllabi
1	Metin Ali	To intertwine the subject matters	To intertwine the subject matters	To intertwine the subject matters
2	Su	Must be interesting, pulls attention	Must be interesting, pulls attention	Must be interesting, pulls attention
3	Gezgin	plan, strategy	plan, strategy	plan, strategy
4	Eda	Hours, difficulty, quality affect motivation	Hours, difficulty, quality affect motivation	Hours, difficulty, quality affect motivation
5	Duru	The most suitable syllabus for Ss	The most suitable syllabus for Ss	The most suitable syllabus for Ss
6	Deniz	Not that stressful not that relaxing	Not that stressful not that relaxing	Not that stressful not that relaxing
7	Arya	we should know what we do and when with syllabi	we should know what we do and when with syllabi	we should know what we do and when with syllabi
8	Sevda	repulsive, the same topics all the time, questioned	repulsive, the same topics all the time, questioned	repulsive, the same topics all the time, questioned
9	Behzat	Not be too difficult, less hw	Not be too difficult, less hw	Not be too difficult, less hw
10	Öznur	Boring books, need them anyway	Boring books, need them anyway	Boring books, need them anyway
11	Yavuz	Individualistic syllabus	Individualistic syllabus	Individualistic syllabus
12	Hanzade	To keep attention	To keep attention	To keep attention
13	Muhittin	Do more than what the syllabus expects	Do more than what the syllabus expects	Do more than what the syllabus expects
14	Göze	Normal pace	Normal pace	Normal pace
15	Kenan	effective	effective	effective
16	Melissa	not only gr. but sp. and listening	not only gr. but sp. and listening	not only gr. but sp. and listening
17	Zeynep	Ss need to talk	Ss need to talk	Ss need to talk
18	Selen	Lesson plan	Lesson plan	Lesson plan

Lastly, as can be seen in Table 6 the students commented on the role of syllabi, the role of textbooks and the role of exams. While the syllabus “must be interesting, and pull attention”, textbooks must “be different” and the “content should teach real issues”, and “be interesting”. Exams are a need to “see where we are”, “to see what lacks”, and “to check level of knowledge”. Some students believe that “grades determine motivation” and some think they are “source of pressure”.

Table 4, 5 and 6 are presented to visualize the common thoughts and ideas of participant students. However, a discussion on student opinions on foreign language

system in Turkey, their foreign language experiences, their perceptions on English teachers, learners, textbooks is detailed in the first part of the findings and discussions chapter.

4.4.3 Data procedure

In line with the impulse of the study, I chose the state university where I had been working for more than thirteen years as the research site in 2012. I consulted the head of the SFL and received his written consent to conduct my study in one of the classes (see Appendix R for the institution's consent letter). Then, I chose the participants.

The two teachers have been my close friends and colleagues for a long time. They were both known to have a critical eye at school and famous for the discussions on the materials chosen for the syllabus. They had a tendency to find materials from different perspectives for their students. I explained what the study was about and received their written consent before the study (see Appendix S for the teacher's consent letter). I met with both of the teachers separately twice and had a meeting in my house with both teachers at the same time before the school year started. The teachers were not provided with theoretical information related to critical theories other than the Critical Literacy framework of Alma Flor Ada (1988a, 1988b). They were explained that with the analytical framework of Ada, CL is invited in the English Preparatory class for this research. Teachers employed the CL phases and developed various strategies so that students could think about texts from a critical perspective for the purpose of the study. The first phase is called the descriptive phase, the second one is the personal interpretive phase, the third critical analysis and

the last one is the creative action phase. This study has an aim for participants to employ awareness for these phases as well; therefore, it is insightful to look at the phases briefly. Figure 2 displays the four phases below:

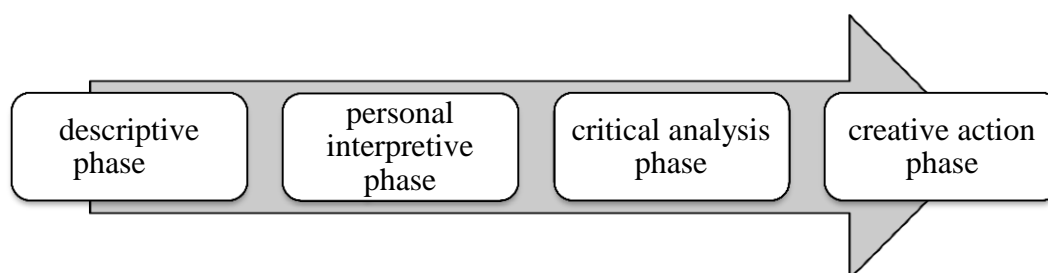


Fig. 2. Phases of critical literacy (Ada, 1988)

1. Descriptive phase. In this first phase the main focus of interaction is on the information contained in the text which includes questions like: Where? When? How did it happen? Who did it? and Why? These are typical reading comprehension questions for which it is easy to find the answers in the text itself. Ada (1988a, 1988b) puts forward, however, that reading at this level is passive and receptive. When instruction remains at this level it puts the student and the teacher at a safe distance from any analytical discussion and centers on basic literacy skills isolated from cultural perspective and CL.
2. Personal interpretive phase. After the information in the text has been discussed, students relate it to their own experience and feelings. The questions the teacher might ask in the personal interpretive phase are: Have you ever seen/felt/experienced anything like that? How did you feel? Did you like it? Did it make you happy? Did it frighten you? What about your family? Ada states these kinds of questions help develop the student's self-esteem as they display that the student's experiences are valued by the teacher and her peers. This process also helps students to understand

that “true learning occurs only when the information received is analyzed in the light of one’s own experiences and emotions” (Ada, 1988a, p. 104).

3. Critical analysis phase. Once students have compared and contrasted what is presented in the text with their own experiences and perhaps those of the teacher, they move onto the abstract process of critically analyzing the issues or problems raised in the text. This leads to them making deductions and exploring what generalizations can be made. The teacher’s questions in this phase might include: Is it valid? When is it valid? Does it benefit everyone in the same way? Are there any alternatives to this situation? Would people of different cultures, classes or genders have behaved differently? How? Why? This phase extends student’s comprehension of the text by actively encouraging them to examine the rationality of the information and evaluate it against their knowledge and perspectives. Cummins (2001) suggests that when students pursue the critical analysis phase, they are not only involved in a process of knowledge generation but they are also involved in the process of defining who they are as individuals. Through issues that affect their lives, students gain the power to resist external definitions of who they are.

4. Creative action phase. This is a phase of turning the results of the previous phases into real or concrete action. It is guided towards discovering what changes individuals can make to improve their lives or resolve the problem or issue that has been presented. An example of this can be a reading related to gender issues. They might read a newspaper article or a journal that points out concerns related to gender discrimination. They will relate these issues to their own experiences; then critically analyze the causes and possible solutions. In this action phase, students might decide to write to a politician or write an article for the school magazine highlighting the issue to sensitize other students. They might write a letter to the editor of the article

pointing out that it is gender-biased and outlining the problem. This phase can be seen as extending comprehension to the point where students and teachers collaborate to transform aspects of their social realities and, as Cummins (2001) says, by doing so they gain a deeper understanding of those realities.

The teachers were informed about the aim of the study and were explained what was expected of them with CL phases. They were also explained that Ada's framework demonstrates that comprehension can take place at different levels. The more students progress through the phases, the more they develop their understanding. If the teacher-student interactions and negotiations can reach to the final creative action phase, the students can transform aspects of their social realities and deepen their understanding of the issues.

I provided an example of CL lesson, *The Giving Tree* by Shel Silverstein, from McLaughlin and DeVogd (2004, p. 41). I gave no further detail on the strategies or how a lesson plan could be done with CL. As CL can be pursued differently in every classroom based on the teachers, students and the topic, there is no one formula for CL that is suggested by theorists (Coffey, et al., 2013). This study is grounded on a post method context (Akbari, 2008) where teachers find their own ways of how they could engage students in CL practice and create their own genuine strategies during the implementation period.

Since this class was following the same syllabus, I asked the teachers to work on the same textbook modules with the rest of the preparatory classes in their level, but add or subtract material according to their interpretation and understanding of the phases. I asked them to make lesson plans if possible and strongly suggested that they write reflection notes of their own modules. I also suggested each of them do an in-class pilot module with the phases as a warm-up session for the study. Since

there were eight modules in the textbook, two were used for piloting which were not included in the study and the other six modules became the real tasks for the study. I decided to work with students who were placed into a B1 class and chose the middle class ranked according to the placement test. I asked the students whether they preferred to remain in that class and informed them about the study in general. It was explained to the students that it would be a project class from the beginning, and students all agreed to contribute to the research by filling in the consent forms (see Appendix T for the student's consent letter). The students knew they were going to be observed during the class period, and that the teachers would add extra materials and ask for additional tasks if necessary. However, they were not informed about the nature of the study. They did not know why the researcher was observing the class because I did not want the students to act unnaturally. There were eighteen students in the class and they were going to study in different branches; that is, 3 students in sociology, 6 students in medicine, 5 students in international relations and politics, 1 student in business administration and 3 students in bioengineering department.

Although I introduced myself to the class at the beginning of the year and explained that it was a project class, my data collection was limited to the second term (March, April, May) only. I expected the class to build good rapport with each other and to know their teachers before CL started. I also visited the class once a week in the first term (October, November, December, January) and observed the class lessons so that the participants would get familiarized with my presence in the classroom. I also observed the class for three months (March, April, May) throughout CL implementation in the second term during each module completion and recorded the lessons.

During data collection, I employed multiple data sources and procedures in line with my research paradigm in order to enrich the interpretation and cross-check the data. The following table explains which research question involves which data sources and participants and presents the timeline for each data collection source.

Table 7: Data Collection Procedure

Timeline	October 2012	February 2012	May 2013	March, April, May 2013	March, April, May 2013	2013 May	From November 2012 till the end of May 2013
Research Questions	2 nd RQ	1 st & 2 nd RQs	1 st , 2 nd , 3 rd RQs	1 st , 2 nd & 3 rd RQs	1 st , 2 nd & 3 rd RQs	2 nd & 3 rd RQs	1 st , 2 nd , 3 rd RQs
Data Source	background information questionnaire	pre semi-structured interviews	post semi-structured interviews	reflections	diaries	document (bonus question)	participant observation
Participants	students (n= 18) teachers (n= 2)	students (n= 18) teachers (n= 2)	students (n= 18) teachers (n= 2)	teachers (n= 2)	students (n= 18)	students (n= 18)	researcher (n= 1)

The background information for both the teacher and the student participants were given in October, at the beginning of the academic year, 2012-2013. Pre semi-structured interviews for all participants were given at the beginning of the second term, in February before the implementation of CL. Background knowledge about English language and their former school experiences were collected by voice recording and transcribed later on. Post semi-structured interviews for all participants were conducted at the end of May, after all modules were completed. The reflections and after thoughts were also recorded and transcribed. After each CL module, teachers and students both wrote down their reflections. The researcher also took notes while she was observing the class. She also sometimes changed her place in the classroom to observe and record different group activities. The last exam for the

whole preparatory school done in May included a bonus question based on one of the modules taught in the second term. The participant students' answers to this question was also documented and analyzed.

4.4.4 Data sources

Multiple data collection methods were used in this study. Two main sources of data were in the form of semi-structured interviews and field notes. Two sets of interviews; that is, pre- and post-semi structured interviews were conducted for both teachers and students. The field notes were collected from numerous sources, namely, the researcher class recordings and in-class notes as the observant participant, teacher reflections and student diaries. Besides pre- and post semi-structured interviews and field notes, background information questionnaires were also provided for both the teachers and the students and a bonus exam question was asked and collected as a document data.

4.4.4.1 Background information questionnaire

A background information questionnaire was given both to the teachers and the students of the same class in the beginning of 2012-13 academic year. The students were asked to provide information on age, gender, educational background, major, first language(s), other languages they have learned/ attempted to learn/ speak/ understand and their level, as well as their family background. There was a separate part for the students that asked more about their previous English or other language studies and experiences including their mother tongue if it is different from Turkish

(Graves, 2000). The teachers also provided demographic information and information on their previous experiences with their classes as well as opinions and beliefs about syllabus, textbooks and exams (Richards, 2001) (see Appendix A and Appendix B for student and teacher background information questionnaires).

4.4.4.2 Participant observation

I did multiple observations that had a long-term duration starting from the beginning of November till the end of May in 2012-13 academic year. The observations had a broad focus which involved a holistic view of the classroom interactions within dynamism of the student-student, student-teacher, student-material, and teacher-material relations.

Pursuing participant observation was essential in such a study since I cannot be merely an outsider or an insider. To a certain extent, I did become both an insider and an outsider in the classroom setting. When the researcher is an overt participant observer, she participates fully in the activities in the group being studied but also makes it clear that she is doing research (Fraenkel & Wallen, 2003). Since I was attending the class particularly during the phase implementation periods in the second semester, I participated in the group works as an observer yet sometimes the students included me into their discussions by asking questions. However, sometimes

I was sitting separately from discussions and taking field notes as well as recording student and teacher voices while the lesson was going on. The researcher has to build rapport with a group of people which takes time, attention, and patience. Thus, my participant observation started in the first term, before the interviews so that there would be time to get used to one another. As Dewalt and Dewalt (2002)

express this provides the context for development of interview guides. One other advantage Dewalt and Dewalt (2002) put to it is that it would improve the quality of data collection and interpretation and could facilitate the development of new research questions. In this case, my initial observation in the first term, provided me to understand the context and the participants better and enabled me to add questions for the interviews.

4.4.4.3 Semi-structured interviews for students and teachers

Semi-structured interviews are non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis (David & Sutton, 2004). The researcher has a list of key themes, issues, and questions to be covered. In this type of interview, the order of the questions can be changed depending on the direction of the interview (Corbetta, 2003). Additional questions can be asked and some may be questions that have not been anticipated in the beginning of the interview. Note taking or tape recording documents the interview. This type of interview gives the researcher opportunities to probe for views and opinions of the interviewee. Probing is a way for the interview to explore new paths which were not initially considered (Gray, 2004).

The strengths of semi-structured interviews are that the researcher can prompt and probe deeper into the given situation. The participants' responses to questions become highly important in this study because the answers will highlight the understanding of materials employed with critical use in class, the way participants' feel towards the discussions in class and how they connect the discussions into their own contexts and to the wider contexts. Semi-structured interviews were conducted

as pre- and post-interviews with all students and the two teachers of that class: the pre-interviews were done at the beginning of the second semester and the post-interviews were conducted at the end of the second semester after all the tasks were completed.

It was determined that interviews would serve as the major data collection strategy because it enabled textual, qualitative data which reflects the personal perspectives of participants. There were 14 prepared questions for the pre-interview and 20 for the post-interview and some questions were added according to the course of the interviews. The pre-interviews were conducted in 9 days from February 13 to 22, 2013. The post-interviews started on May 20, 2013 and continued for 4 days. Half of the interviews were done in my office and half of them were done in the empty classroom after class. Both the teachers and the students were informed about the topic of the interview before it started. Questions would be asked about school, class, teachers, students and materials and that the participants were going to be voice recorded. Although originally questions were prepared in English, they were asked in Turkish and the answers were given in Turkish as well. Only one of the teachers preferred to answer the questions in English. Both the teachers and the students volunteered to participate and none showed reluctance in answering the questions.

Interviews were audio recorded and field notes were also made during the interview process, which later served as a source of data. Interviews were semi-structured and pre-interviews lasted around 20 minutes per participant and post-interviews lasted between 30 to 50 minutes. This semi-structured exploratory approach involved specifying key points beforehand, and then formulating them into questions (Gibson & Brown, 2009). In other words, the interview questions were

constructed based on broad areas of interest that were related to the research questions, and in doing so, an in-depth exploration into the personal, professional and social lives of the participants was reached. The key points for the student pre-interviews were categorized as: self-related, school-related, teacher-related and material-related. For teachers it was: self-related, school-related, student-related and material-related.

Categorization of Pre Semi-structured Student Interviews:

1. Self-related: background influence, strengths, weaknesses, typical prep class day, being a prep student, feelings in class, discouragement, achievement
2. Teacher-related: ways of helping, enhancing motivation
3. School-related: typical prep day, relationships
4. Material-related: English learning activities, enhancing motivation

Categorization of Pre Semi-structured Teacher Interviews:

1. Self-related: teaching at Prep, strengths, weaknesses, typical Prep class, entering prep class
2. Student-related: expectations from prep students, expectations from the students during the class, feelings about teaching prep students, when students get discouraged, achievement
3. Material-related: expectations from CL, how CL affects the foreign language process, expected challenges in CL in class, expected challenges in CL preparation, motivation
4. School-related: interaction, feelings about relationships

The post interview categorization for students was: self-related, class-related, teacher-related, material-related and proficiency-related. The post interview

categorization for teachers was: self-related, class-related, student-related and material-related.

Categorization of Post Semi-structured Student Interviews:

1. Self-related: term comparison, motivation comparison, confidence, uneasiness, Prep student feeling, entering class, momentous experiences, motivated the most, got discouraged, bonus question, expectations
2. Material-related: pilot study, implementation, materials used
3. Class-related: pilot class expectation, interactions, observer
4. Teacher-related: relationships
5. Proficiency-related: satisfaction, bonus question, answering bonus question

Categorization of Post Semi-structured Teacher Interviews:

1. Self-related: term comparison, confidence, uneasiness, momentous experiences, preparation for CL, in-class CL experience, likes and dislikes, learning from students
2. Student-related: motivation comparison, expectations fulfilled for second term, relationships, discouragement, motivation, future expectations
3. Material-related: in-class experience CL, comparison of lessons with/without CL, motivation comparison with or without CL, enhanced motivation, material use with CL
4. Class-related: classroom interactions, observer
5. Proficiency-related: effects of CL in foreign language learning, proficiency level

All the interview questions were open ended, so that participants could elaborate and provide justification for their answers. Meanwhile, it also gave the researcher flexibility to ask questions according to the response given by the

participants, and ask for clarification when necessary, or explore an issue in more depth.

4.4.4.4 Field notes of students and teachers

When a researcher employs participant observation as a data collection method, she will need to spend significant periods of time writing, reading over, thinking about and interpreting the field notes. Many researchers consider that the field is “something we construct both through the practical transactions and activities of data collection and through the literary activities of writing field notes, analytic memoranda and the like” (Atkinson, 1992, p. 5). This perspective suggests that the practices of researchers in which they present themselves, collect data, write notes, analyze is shaped both by their particular disciplinary interests and by themselves as people. What may be considered as important and interesting to write into field notes is in fact affected by the researcher’s academic and personal worldview (Atkinson, 1992). That is the reason why this study has chosen field notes as a data collection method not only for the researcher herself but also for the participants, i.e., teachers and the students as well. The researcher may not be as sensitive and engaged as the participants themselves when it is the description and observation of their personal views that are at stake.

One other benefit of field notes is that it includes many aspects ranging from structural and organizational features such as what the actual buildings and environment look like and how they are used, to how people behave, and interact. Field notes cover the daily process of activities, special events, dialogues, everyday diary of events as they occur both in the field, and personal/reflective diary which

includes both personal thoughts about going into the field and being there, and reflections on personal life experiences that might influence the way in which a person filters what she observes (Mulhall, 2003). Field notes look from a broad angle and give the chance to observe from one's own perception. Hence, when the participant students and teachers were given the responsibility to take field notes, the researcher had the chance to analyze how much her interpretations of her observations matched with her participants.

Participant teachers and students were asked to write down field notes during the whole term. The teachers' field notes came as reflections before and after the modules and student notes were in the form of diaries. Students were asked to write in Turkish since they were expected to express themselves better in Turkish; however, they were free to write in English if they would like to do so, and teachers preferred to write in English.

4.4.4.5 Student answers as documents

Documents can be employed as main or additional data collection sources in qualitative research. Duff (2008) explains that document analysis can include textbooks, newspaper articles, writing samples or assignments of students, lesson plans, and research journals (p.128). Basically, documents are any form of data sources that offer information that cannot be gathered by other techniques, namely questionnaires, interviews or observations. Documents are the key sources of data collection for case studies and are substantial for triangulation purposes (Duff, 2008). For the purposes of this study, a bonus question was used as a document data collection source. The researcher collected the answers of this document data to

provide a more detailed description to be able to support the findings derived from the interviews and field notes.

The bonus exam question was asked in the last exam of the academic year. This exam was conducted in May 6, 2013 and all preparatory students were required to take it. It was a four-skill exam with reading, listening, writing and speaking sections. The bonus question was the last part of the reading section and was optional to answer. The question was: “Do you think there is sexual discrimination in the text, or in other words, do you believe the author of the text is biased? Why/ Why not? Support your answers with examples from the text”. All eighteen students in the research group answered the question. Their answers were codified and themed accordingly.

4.4.5 Data analysis

This section explains how analysis of the data was carried out. The main part of the data in the study consists of the researcher’s observation notes, participant students’ and teachers’ responses to the semi-structured interviews as well as their personal field notes. Participants’ reflections on the material used, their perspectives, and reflections on their experiences in class, student interactions with the class friends, and their teachers are focal points interrogated during the analyses of the data. Pre- and post semi-structured interviews conducted with the students and teachers were transcribed and translated into English verbatim before the thematic analysis.

According to Holloway & Todres, qualitative approaches are extremely “diverse, complex and nuanced”; therefore, “thematic analysis should be seen as a foundational method for interpretative qualitative analysis” (as cited in Braun &

Clarke, 2006, p. 2). Among many qualitative analytic methods, thematic analysis is preferred as an analytic method that suggests an “accessible and theoretically-flexible approach to analysing qualitative data” (Braun & Clarke, 2006, p. 2). Thus, the collected data of this study was analyzed and interpreted through thematic analysis. Thematic analysis was employed to identify, analyze and report themes within data. This helped to organize and describe the data set in detail (Braun & Clarke, 2006, p. 6). The conceptualization of thematic analysis was done by the researcher via cross-checking the data from researcher’s own field notes and the data gathered from the participants’ interviews their own personal field notes and documents.

There are two ways to identify the themes within data in thematic analysis. The first one is an inductive or bottom up way, and the second one is theoretical/deductive or top down way. An inductive approach is data-driven, that is, the themes are strongly related to the data. Inductive analysis, as Braun and Clarke (2006) state, becomes “a process of coding the data *without* trying to fit it into a pre-existing coding frame, or the researcher’s analytic preconceptions” (p. 12). This study has employed an inductive thematic analysis since there were multiple data sources and multiple meanings. Also, the research questions of the study evolved through the coding process, which is suggested by Braun and Clarke (2006) as a connection to the inductive approach.

Themes are identified on a level-base decision as well, that is, as Boyatzis suggests they can be examined “at a semantic or explicit level, or at a latent or interpretative level” (as cited in Braun & Clarke, 2006, p. 13). With a semantic/explicit approach, the themes are identified within the explicit or surface meanings of the data. The researcher does not look for anything beyond what

participants say or write. At the latent / interpretative level the researcher examines the underlying ideas, conceptualizations and ideologies (Braun & Clarke, 2006, p. 13). The study has employed both levels. The data set for this study was first coded and semantically themed for the findings. Then, latent level was employed so that the codes could be examined beyond the semantic level for ideas, and conceptualizations and thus could be interpreted accordingly (see Appendix P for the example of the theme coding framework).

For the purpose of data analysis, participants were assigned pseudonyms, and affiliations to institutions and textbooks were removed to provide anonymity. Data were labeled as seen in Table 8:

Table 8: Data Labeling

Name, SPreI	Data from student pre semi-structured interviews
Name, TPreI	Data from teacher pre semi-structured interviews
Name, SPostI	Data from student post semi-structured interviews
Name, TPostI	Data from teacher post semi-structured interviews
Name, TR, Mod	Data from teacher reflections
Name, SD	Data from student diaries
Name, SBQ	Data from student background questionnaires
Name, TBQ	Data from teacher background questionnaires
Name, EQ	Data from the exam question
RO, Mod	Data from researcher's observation field notes

For example, if the pre semi-structured interview transcript of one of the teacher participants under the pseudonym Hatice was quoted, it would read 'Hatice, TPreI'. This coding system was devised to establish a systematic referencing system, so that data analysis could be carried out methodically.

The process of data analysis closely followed the procedures outlined by Thomas (2006). It began with the preparation of raw data files which were formatted, and printed to ease with the referencing process. Then, all forms of data were closely read in order to gain familiarity with relevant content. The next step involved the creation of themes. These were identified from the research aims and also from actual phrases or meanings in specific text segments. The final stage involved continuous revision and refinement to the themes that emerged from the data. After the preliminary themes were created, sub-themes were identified and collapsed if they were similar. At times, certain segments of texts were assigned into more than one sub-theme. At other times, there was considerable amount of text that was not coded into any category because it did not relate to the research objectives.

Appropriate quotations that conveyed the core ideas of each theme were selected to further exemplify the essence and key aspects of each theme. Throughout the data analysis process, a few strategies were employed to ensure credibility. In addition, research questions were constantly referred to in order to ensure alignment with the aims for the study. Alignment was sought by constantly revisiting the data, coding process and categories to identify emergent themes that were important.

4.5 Trustworthiness

Many qualitative researchers like Lincoln and Guba (1985) prefer to employ different terminology distancing themselves from the positivist paradigm. Lincoln and Guba (1985) propose four criteria in pursuit of a trustworthy research. These are: a) credibility, b) dependability, c) confirmability, and d) transferability. The trustworthiness of this study was ensured and established by these four criteria.

4.5.1 Credibility

Credibility includes prolonged engagement, triangulation, member checks, peer scrutiny of the research project (Shenton, 2004) researcher positioning and peer debriefing (Lincoln & Guba, 1985).

The prolonged engagement is the “development of a familiarity with the culture of participating organizations before the first data collection dialogues take place” (Shenton, 2004, p. 65). Because I have been working at the same institution since 1999 and when I conducted the research I was a teacher for 13 years, I knew the administration policies, school regulations, the student and teacher profile, and the curriculum very well. I had been working in cooperation with colleagues and in different committees. I had prepared supplementary materials for the textbooks and quizzes. I had taught at various levels to students with different majors.

Triangulation is gathering data using multiple data sources and data collection methodologies in order to explore the issue from all feasible perspectives. There are different types of triangulation in qualitative research design (Mackey & Gass, 2005), two of which were employed for this study. One form of triangulation utilized in the study involves the use of a wide range of participants. In this type of triangulation individual viewpoints and experiences can be verified against others and, eventually, a rich picture of the attitudes, needs or behavior may be constructed based on the contributions of a range of people. In this study there are 2 teacher participants and 18 student participants. The students are coming from different cities, different high schools and are going to go into different departments. Thus, they all have different backgrounds and different expectations for their future studies. They are all in that particular class due to the similar English proficiency level.

Participants of the study, both teachers and students, have provided multiple perspectives in different critical discussions. I also utilized research methodological triangulation. Background questionnaires, semi-structured interviews, field notes and document analyses allowed for methodological triangulation.

Lincoln and Guba (1985) reflect on member checks as the single most important provision that can be made to reinforce a study's credibility. Member checks can be on the spot in the course, and at the end, of the data collection dialogues. Participants may be asked to read any transcripts of dialogues in which they have participated. In this study the participants looked into their words to see if their actual articulations were accurately captured by the recorder and that it was transcribed accordingly.

Clarification of the researcher positioning or researcher bias provides an honest narrative to show how the design of the study and the interpretation of the findings are created by the researcher's background, observations and philosophical stance (Creswell, 2009). In the ontology section I attempted to position myself as the researcher by explaining the circumstances that have led me to conduct this study. As mentioned before, I had been teaching English for thirteen years at the research site when I conducted this study. Therefore, I might have had certain biases and predispositions related to the student profile, teachers and the program and along with my past experiences and work in the institution. My ontology has also shaped my theoretical and methodological stances towards the study as well as my interpretation and discussion of the findings. However, in order to minimize the researcher bias and sustain the reliability of the findings of the study, I utilized peer review/debriefing (Creswell, 2013) with a colleague of mine from the doctoral program. She provided a cross check of my research process and data analysis. From

the early phases of the study, we went through my research questions many times together and she suggested data collection methods, provided constructive feedback, and reviewed the themes I interpreted from the data. She cross-checked the codings and agreed on the excerpts that were used as representative examples.

Lastly, peer scrutiny of the research project becomes important as feedback offered to the researcher at presentations and at conferences by colleagues, peers and academics. It becomes an opportunity for reflection and should be welcomed over the duration of the project. These suggestions and feedback I got at many conferences allowed me to challenge my assumptions. Questions from paper presentations and comments made related to my findings enabled me to refine my interpretations, and strengthened my arguments.

4.5.2 Dependability

In order to maintain dependability, the processes within the study should be reported in detail; thus enabling other future researchers to repeat the work, if not necessarily to gain the same results. Such in-depth reporting also enables the reader to assess the extent to which proper research practices have been followed (Shenton, 2004). Thus, my attempt was to draw a thorough picture of the setting, the participants, the data elicitation and analysis procedures so that a contextual completeness could be achieved (Duff, 2008). I provided a well-ordered rationale as to why and how CL could be introduced and employed in English as a foreign language classroom and how it could become highly important to the participants and the setting.

4.5.3 Confirmability

Confirmability is in relation to strategies of credibility. Steps need to be taken to provide findings resulting from the experiences and comments of the participants and not from the preferences of the researcher. Multiple data sources and analysis, namely triangulation emphasizes confirmability, and lessens the possible impact of investigator bias. Researcher's ontology, his or her own predispositions, beliefs underpinning decisions made and methods adopted should be acknowledged within the research report. Also, the reasons for favoring one approach over others and weaknesses in the techniques actually employed should be admitted. I provided a detailed explanation on my research paradigm, the processes of the research collection method and analysis in this chapter of the study.

4.5.4 Transferability

Transferability of a qualitative research study is similar to external validity or generalizability of quantitative research. Findings of a qualitative study cannot be simply and directly generalized since the context is the integral component of the study. Needless to say, no one single context is the same as another. Findings need to be interpreted from a context-specific point of view in a qualitative study. Yet when qualitative case studies are properly undertaken, they should provide understanding about similar individuals, groups, or events (Berg, 2009). Nonetheless, if the researcher establishes the credibility, confirmability and dependability of the study, readers and researchers in other contexts can again make informed decisions about the comparability between the case and findings of one particular study with that of

their own contexts (Shenton, 2004). This study is conducted at a Preparatory department of a university setting in Turkey and data were collected as a case study from a language classroom, a particular context. In order to set the boundaries and for possible transferability, the following issues were taken into consideration: The number of universities similar to the one taking part in the study and where they are based; any restrictions in the type and the number of participants contributing the data and involving in the fieldwork; the data collection methods that were employed; the number and length of the data collection sessions; the time period over which the data were collected.

As a result, by employing these four criteria, the trustworthiness of the findings of the study is expected to increase.

4.6 Ethics

Ethical considerations were necessary because of the involvement of human participants. Interactions with participants aligned with the general principles of most studies such as voluntary participation and the right to withdraw, protection of anonymity of participants, and obtaining informed consent (Creswell, 2013). Before conducting data collection, this study had to obtain official approval from the SFL of the particular university where the study was going to be done. Also, participants were given a consent form which outlined the research and stated what was expected from them. Participants had to sign it and return it to the researcher to indicate their willingness to take part in this project. A copy of these forms can be found in appendices (see Appendix S and Appendix T). Before data collection, I ensured that the participants had fully understood and had no further reservations about the

purpose of the study and how the data would be used. While conducting the interviews, I tried to build trust and rapport with the participants and avoided asking them private and leading questions. I paid attention and care to make sure that participants did not feel under pressure and that they felt at ease with my presence in my researcher identity in the classroom setting. I gave each participant a pseudonym to protect their privacy and ensure anonymity (see Appendix I). In the analysis and report of the findings, I presented multiple perspectives about any issue without taking side of any of the parties and avoided one-sided findings or information. All the data of the study are kept securely, and the findings are strictly used only for research purposes and not shared among the participants or with anyone outside the study to maintain confidentiality.

4.7 Summary

The methodology outlined has provided transparency to the research process. In this chapter, a description of researcher's ontology and epistemology was provided to state the position as a researcher, and this was aligned with the research paradigm and methods used. Also included were data collection and analysis approaches, followed by trustworthiness and ethics. The next chapter presents an analysis of findings and discussions that emerged from the research questions.

CHAPTER 5

FINDINGS AND DISCUSSIONS

5.1 Overview of the chapter

This chapter presents and discusses the findings of the data by elaborating on the three objectives of this research: to identify the analytical implications of CL from the perspective of both teachers and students who engage in it, to understand the various dimensions between English as a foreign language and CL, and to gain insight into different social awarenesses during CL realization.

In order to better analyze the results of the research questions, in the first section, the feelings and experiences of the participant teachers and students on the English education system is provided with foreign language policies and classroom practices in Turkey. Also, the opinions of students and teachers on preparatory school are considered with the tentative expectations from the CL class in this first part of the findings. In the second section, the CL class is detailed with the four phases conducted by the two teacher participants integrating the participant students for the purpose of this study. The in-class discussions, sharings, standpoints and feelings of both teachers and students of the English CL class is described with both the participant and the observer citations and comments. Last section divides into two parts. The first part discusses the possible changes on opinions and realizations related to English as a foreign language due to CL. The second part includes life issues that are portrayed in terms of social awareness and in both parts potential transformations are suggested.

5.2 English is always there

It can be said that there is an incongruity between the language policies of the country and in-class practices particularly starting from 1990s when radical changes were made in the foreign language policies. In 1997 communicative language teaching methodology was introduced and a student-centered approach was initiated in Turkey. From then on, the teacher's role has changed to that of a facilitator and a guide and the students are expected to work in pairs or group work (Kırkgöz, 2016). However, many studies (Bartu, 2002; Bayyurt, 2013; Haznedar, 2010; Kırkgöz, 2007, 2009; TEPAV, 2014) prove that these policies could not be actualized in schools. There are many reasons to why they could not be placed into the curriculum properly yet lack of in-service training stands out among many probably as the most important of all. The teachers still employ a traditional pedagogy in which they prefer grammar-based instructions, repetitions and drills. In 2006 the curriculum underwent some more changes in order to fit into the criteria of European policies concerning languages and language teaching. Multiple intelligence, art and craft activities, content and language integrated learning were introduced into the curriculum to support the foreign language education program. Nevertheless, it can be shown from students and teachers' comments in this study that nothing much has changed with these innovative changes in the system. The problem is that the changes were top-down and thus have not affected the foreign language classroom, the teacher and the student in a meaningful way.

5.2.1 Feelings and experiences on the foreign language education in Turkey

Both student and teacher participants of this study have provided many exemplars and cases where they reveal their thoughts on the foreign language education in Turkey. Their thoughts explain what kind of a language background students come from and how they feel about it. Students mostly question the reasons why they could not learn English given that they had lessons for approximately ten years before higher education. The teachers also contemplate on the education system with comprehensive description of their feelings of frustration and confusion. They also question why and how they have to deal with and teach a foreign language to discouraged, passive and unhappy students at the university level.

5.2.1.1 Student opinions

The student participants of this study are from different regions, and different schools of Turkey. They have expressed their opinions about the foreign education system in Turkey when they started the English preparatory school. Most of the responses coincide in a way that the system has not offered them much and they feel insufficient and insecure in their language proficiency although they have had foreign language courses starting at the primary school level. These consistent responses emerging from their background questionnaires (SBQ) are as follows:

I cannot say good things about my former education because in normal circumstances a person who has had nine years of English classes should be speaking English fluently... But because there is something wrong with the system, the students cannot learn English (Deniz, SBQ).

I cannot understand how I could not learn English in nine years. I find the education at schools quite insufficient (Behzat, SBQ).

I have been trying to learn English for nine years. But I am still studying Preparatory. Since I got into the medical department, I do not think the problem is me. In my opinion, the system itself and the curricula are there just for the sake of being there (Gezgin, SBQ).

Most of the students ponder upon the years they have spent ‘trying to learn English’ and were eventually unsuccessful. Learning English has become a constant struggle and a bitter pill to swallow. And there are other students who comment as if English has become a goal that can never be reached.

I learned English just on paper. The English class was always empty (Melissa, SBQ).

If there were a regular and consistent system in our country, foreign language could be taught in an excellent way. However, due to the always-changing systems and curricula, the objectives cannot be met (Metin Ali, SBQ).

The following excerpts mention two foreign languages. The students explain how both the acquisition of English as their first foreign language and German as the second foreign language was a futile attempt and the end result was not satisfactory:

I have been learning English for ten years including this year... Nothing more than grammar. No importance is given to speaking or writing... I also have had three years of German in high school but I cannot say more than “Wie geht es dir?” (Selen, SBQ).

I have been trying to learn English for eight years... The reason to pay attention to English was nothing more than my concern on the grades. My family insisted that I learn English but English was all about getting good grades. And in the twelfth grade the English class also meant a lesson to work on tests for the university exam... I was also taught German for three years in high school. No use to me (Zeynep, SBQ).

The participants criticize not only the overall system in general but also the curriculum, materials, and the teachers. This is how one student participant explains what her role as a student is and what the curriculum encompasses:

The students have the role to watch and listen... In fact, what they only do is to turn pages over... The high school curriculum is all about grammar (Öznur, SBQ).

Öznur feels quite passivized about her position and she further explains what the causes of her passive role.

What I have experienced so far is that the teachers put themselves into the role of mere narrators. That is, they are the people who can fluently speak a foreign language that we cannot understand, and they follow the curriculum as it is and act accordingly with the textbook that is open in front of us (Öznur, SBQ).

It is implied within the quote that the teacher does not interact with the students but with the syllabus and no real learning takes place. In other words, Öznur feels almost left out of the context. The teacher is there, the curriculum is there, the textbook is there, all visible. However, she feels as if her very being is made invisible and she has become robotized only to turn the pages.

The textbooks that are handed to students are no more than repetition of topics to them. Here are two citations on how students feel about their English textbooks:

We were taught by the books that were provided by the government and we learnt nothing... If we have been “learning” (emp. original) English for such a long time and we still have to study preparatory school that means we cannot learn English. I feel like we are taught the same topics over and over again (Göze, SBQ).

I always have found the system repulsive. “Education” (emp. original) is given at schools but studying all these years and still covering the same topics explains how much the “education” (emp. original) given is beneficial or not. (Sevda, SBQ).

These two students, Göze and Sevda associate the textbook knowledge with the *learning* and *education* and blame their unlearning to the recurring themes they had to deal with all throughout their education so far.

One student discusses that too much importance is given to textbooks and gives his own suggestions to what could be done:

In my opinion, the English education should not be only book-oriented and should be supported with visual and audio materials (Feyyaz, SBQ).

Another student gives his suggestions on textbooks with an emphasis on teacher expertise:

The books and curriculum are important yet if they are not so good the teacher should be able to make use of other sources or find other ways. The big problem, however, is the teacher competency (Muhittin, SBQ).

Muhittin points out that no matter what the curriculum or the materials are like, the teacher is the one who can make use of what s/he has at hand. However, he questions the quality of language teachers at this point.

Here are some other comments on foreign language teachers where students in fact complain that most teachers are not giving real attention to their students and teaching. The first quote particularly implies that teachers are there only because they are 'paid' to do so:

We can put into the trash all those eleven years except the year I started high school. I developed a liking of English only because of the teachers I had that year. It seems like the only concern of the teachers is to follow what is said to them and then get paid. I do not believe the teachers wish for more (Hanzade, SBQ).

It is not possible to learn English by putting an English teacher with a textbook into the class. This is not how one learns (Yavuz, SBQ).

There is also the feeling of discouragement owing to the teachers and the content of their lessons. The students object to the heavy focus on grammar in English lessons:

My English was bad before Prep. because unfortunately my teachers did not try to teach us English. They were just coming to class and leaving when the time was over... In my opinion, knowing English is not just knowing grammar (Arya, SBQ).

An English teacher should be teaching English with not so much focus on grammar. It is such a pity not to be able to speak a word or write a sentence in English although I have learned grammar in such detail (Eda, SBQ).

All these above excerpts are clear examples of how the students of this study feel about the foreign language system, teachers, curriculum and the textbooks at the beginning of the preparatory school. The students find the system inadequate, and the teachers and their methods unsatisfactory. Furthermore, they have developed dislike towards English lessons in years.

5.2.1.2 Teacher opinions

The two teacher participants of this study who have always taught in higher education and have almost twenty years of experience elaborate on the foreign language education system of Turkey.

Müge, one of the participant teachers, criticizes the education system quite harshly from different perspectives. She analyses the system with words like ‘imposed regulations’ pointing at the top-down approaches of the country, and ‘run by politicians’ which shows the lack of academic support in policies and strategies. Moreover, she claims that the former education of students have negatively affected their foreign language learning habits. She also explains that curriculum is just on paper and there is a discrepancy between what is written and what is practised.

As much as students are exposed to the Turkish education system, so are the teachers who have to comply with imposed regulations by the Ministry of Education, an organ not run by educators but politicians. When students come to university they are a product of a machinery that has brainwashed them to such an extent that it becomes very hard for us language teachers at the university to form new habits. Education, which is supposed to be habit-forming, has done a great job here. The wrong habits have been formed and now must we teachers persuade students otherwise and tell them their learnt habits do not contribute to language teaching. Most probably, the worst are A2 or B1 level students, so-called intermediate ones who have already formed an idea what is “best” for them and study and learn accordingly. The Turkish education system seems thorough on paper because it has an immense syllabus with many subjects; however, the practice tells a different story. When it comes to language teaching students will probably have learnt

how many tenses there are in the English language and in which circumstances they are appropriate, but actually conversing meaningfully in the target language is something that they are not used to. It is no wonder considering the class-size of an average state school with 40-70 students (Müge, TPreI).

Müge goes on with her feelings of empathy towards high school teachers and explains how they are stuck in the system and have to cover the program they have to so that students pass their exams. She evaluates that the setback starts from the top of the system and so she puts how she feels about the whole scenario in her ironic wording: ‘successful students of English product of the Ministry of Education’.

Language teaching becomes a challenge for the state-school teacher too, and s/he will only teach what s/he is able to; probably, something the students can memorize at home and so pass their tests. Of course, once successful students of the English product of the Ministry of Education are bewildered when they come to prep-school and get their first bad marks thinking that memorizing long lists of vocabulary without understanding the deeper implications is a beneficial way to learn, or frantically try to “learn” grammar without recognizing it in an authentic setting or reading text. We have to persuade these students that whatever they know *about* English will not contribute to their learning, but *using* it meaningfully will. This is where our long tiresome journey to change, actually to destroy, old language learning habits starts (Müge, TPreI).

Hatice, the other participant teacher approaches the issue from a similar angle but focuses on the feelings of the students more. She argues that the education system has already disheartened the students before they become university students. According to her, students have suffered from foreign language policies so much that it becomes a rather challenging job for the preparatory school teachers to encourage these students to learn English. The excerpt is a direct quote from her:

Students in fact come discouraged from the start. The whole education system has discouraged them about everything. There is something deeply-rooted behind the scene. The education system impedes them; that is the system is making them one sided, test-oriented, and they become passive learners. It becomes a hardship to try to break the resistance. In fact, I really don’t know much about what I should be doing to change things. Yet a student who has passed through a mechanism like this, approaches language learning in a similar way, expects things in a passive way, does not speak, does not participate much. When s/he comes to the class s/he brings the

discouragement with her/him. On top of that, there is a textbook, a curriculum that needs to be followed and s/he does not find it interesting, in fact s/he does not find most anything interesting. If you happen to ask her/him what would take her/his attention, s/he cannot say much, does not. Students have sat on the desks for 12 years and there is something peculiar there; they have become prejudiced towards learning, their curiosity has not been aroused, because they are not curious they are not motivated to read and learn. While teaching English there are various reading topics to make use of and you also become demotivated. Nothing interests them, not environment, not science, not technology, not literature. If you ask something to them the response is “ I don’t care about it, I am going to study medicine”. You can not pull their attention into different things (Hatice, TPreI).

Müge calls the students “a product of machinery” and in a similar vein Hatice argues that all students pass through the same mechanism which makes them passive, and mute. Also, for Müge the wrong habits have been formed and the preparatory teachers need to convince students otherwise and tell them their learnt habits do not contribute to language teaching. Hatice makes a similar argument with her statement that it becomes a big challenge to try to break the resistance as ‘students have sat on the desks for 12 years’ and ‘have become prejudiced towards learning’.

Various studies and research in Turkey also support what is discussed in student and teacher analyses on why the foreign education policies and classroom practices do not merge, why teachers cannot be adequate in teaching foreign languages, and why students are so miserable learners.

Research conducted in this area suggests similar results to the comments made in this study as to why there is such criticism. The most comprehensive study made so far is by the Economic Policy Research Foundation of Turkey (TEPAV, 2014). This study identifies the reasons behind the relatively low level of success in English language teaching and learning in the Turkish state educational system. It identifies six major realities: a) although most teachers are competent enough to teach English, English is not taught as a language of communication, b) students fail

to learn how to communicate and function independently in English, c) teachers fail to use the seating arrangement to organize students into pairs and groups for independent, communicative language practice in everyday classroom contexts, d) official textbooks and curricula fail to take account of the varying levels and needs of students, e) teachers have little voice in the process and practice of teaching English, f) and as a result of the repetition of a similar curriculum from grade to grade, and teachers' obligation to follow the curriculum, students do not successfully learn to communicate in English as they progress through the education system.

Two other recent studies are worth mentioning because they can be read in line with the student and teacher participants' views and can further explain how teachers in Turkey perceive 'knowledge' and textbooks and why teachers have challenges related to professional development.

Atay (2012) settles her research by suggesting that the prospective teachers ignore the possibility of questioning materials and accept the opinions expressed in the textbooks as truth "unless they were provoked into critical thinking" (p.68) and so they assume "the right answer can be found in materials written by experts" (p.65). Atay's findings also suggest that the prospective teachers believe that knowledge can be obtained by merely listening to teachers and that knowledge can pass from the expert to the teacher and from the teacher to the students. Moreover, the teacher has the responsibility to ensure that the students learn. These arguments justify why students have hard time in learning foreign languages. Most student participants of this study are aware of what kind of teaching is done in class. It is important to remember again how some students protested with statements as "it is not possible to learn English by putting an English teacher with a textbook into the class. This is not how one learns" (Yavuz, SBQ), and "the teachers put themselves

into the role of mere narrators...they follow the curriculum as it is and act accordingly with the textbook that is open in front of us” (Öznur, SBQ).

Genç (2012) has conducted research on teachers’ knowledge of professional development tasks and her data show that the Turkish EFL teachers are not very familiar with self-improvement tasks, namely peer and self observation, reflective journals, action research and team teaching. The reasons why they are not involved in professional development is due to the heavy load that takes most of their time, lack of knowledge about the tasks, and the negative attitude towards professional development experiences which is “too theoretical, offering little help for the problems they faced in their teaching” (p.85). The teachers in Genç’s study also point out that the professional development opportunities lack guidance and mentoring, are given in inconvenient times and locations, and are costly.

Consequently, different research also support this study’s findings about foreign language education in Turkey. Not only are the language policies and the curricula handed top-down, but there is also a lack of complete and viable system of in-service teacher training for language teachers. Thus, the policies cannot be met and the curriculum expectations and objectives are not fulfilled clearly by language teachers in classrooms. As TEPAV (2014) suggests teaching English needs to be as a tool of communication as opposed to teaching ‘grammar’ and teachers need to learn how to ‘personalize’ textbook content to help to provide interest and motivation to students at various age ranges and abilities (p.19).

5.2.2 Is it possible to make a difference at preparatory school?

The next question in this section is the situation of SFL, that is English Preparatory Schools. The current university entrance system does not take into account English-language proficiency and admits students who have low language proficiency to universities. One result of this system is that all students taking the preparatory year are considered to be weak at English. This situation is not likely to change until “there is large-scale reform and upgrading of high school English teaching - something that is likely to take a generation” (TEPAV, 2015, p.70).

The preparatory school where the study is conducted follows the curriculum set by the curriculum office, the syllabus includes the objectives, and the dates of the textbook topics to be covered and the exam dates. The textbook plays a center role in the curriculum of the preparatory school. In the academic year of the study an internationally published English textbook, its workbook and a supplementary book edited by the preparatory curriculum office were chosen for usage. As Richards (1998, p. 125) argues “if one wants to determine the objectives of a language program, the kind of syllabus being used, the skills being taught, the content the students will study, and the assumptions about teaching and learning that course embodies, it is often necessary to look no further than the textbooks used in the program itself”. This is because textbooks in many situations represent the hidden curriculum of many language policies and hence play a big part in the process of teaching and learning (Richards, 1998). Students and teachers can rely on the textbook as the one and only tool of the English class. The feelings and perceptions due to this reliance on the textbook and its topics are discussed below with the excerpts from the study.

The students in this study had English instruction for one term between October 2012 and January 2013 before CL was introduced to the class which was in the second term between February and May 2013. The teachers that taught the first term were the same teachers in the second term. Thus, the class students were acquainted with one another for four months before the study initiated. It would be valuable to consider both the student and the teacher ideas and perspectives of the preparatory school, curriculum and textbooks to enlighten the context they were in when this study was conducted.

5.2.2.1 Student ideas and perspectives

The students started the preparatory school with the opinions and feelings discussed in the first part. However, they also developed feelings and attitudes towards preparatory school before the research started. They had some positive and some negative orientations towards being a student in preparatory class, towards their teachers and textbooks.

Positive orientations: The students have already developed a liking to group tasks in the first term before the study. It is possible that group activities are preferred by the two teachers of the class and they are well-addressed and oriented by the teachers.

Here are two student responses to the group work activities:

Group activities are working well...In threes or fours. If asked one by one, nobody answers. I don't. But now in a group you don't get shy, you know the other students are in the same situation and you relax and speak (Yavuz, SPreI).

Group activities are fun in-class activities because everybody has a say in them and we all have different viewpoints (Hanzade, SPreI).

One student suggests working more on daily issues, real life topics and another explains how beneficial daily topics can become in learning new vocabulary:

When the teacher asks our opinion on daily topics, it becomes useful because she teaches us vocabulary related to it. What she says interests us, sometimes I know what she is talking about but my friend doesn't. She has a different point of view looks at things from a different angle and we learn new words thanks to her(Kenan, SPreI).

The same student expresses his mood when there is 'real discussion' in class. He feels he needs to improve himself on different issues so that he can contribute to discussions:

We need to have more than daily talk, topics that need real discussion, subjects to contemplate on. I don't have a clue on certain topics. When the teacher draws our attention to some subject, I cannot comment on it. I need to speak on different subjects (Kenan, SPreI).

Eda and Melissa, two other students, both also express the same need of real life issues:

It must be something that draws my attention. I don't speak unless there is something related to real life issues. Real things (Eda, SPreI).

More talk on cultural stuff, lives of important people. Subjects of the real world, things that we will come across while we are living (Melissa, SPreI).

Duru also prefers topics that would interest her, but she problematizes her lack of awareness on different issues:

We need to discuss different topics but the problem is that we don't have much idea on different issues. I mean we may say a word or two but that's all we can say...The teacher asks our opinion but I don't know what to say. I mean if I don't have an idea even in Turkish what can I say in English? We must find topics, maybe daily topics, topics that would interest us (Duru, SPreI).

Göze necessitates more discussions in enhancing her English:

I believe my English improves during discussions, we should have more (Göze, SPreI).

These students are aware of the fact that the textbooks they use lack worthy topics, especially real life issues that they can work with and have lengthy discussions. They enjoy doing group work and prefer more engaging topics. These orientations above come in the form of both positive observations and suggested improvements of the English class. It is important to remember how these students' comments will find a place during CL.

Negative orientations: Students also have had some concerns about the first term English class. One student questions the term as:

The first term there was something missing. What was missing? I couldn't focus. I didn't have motivation. If you don't have motivation you don't learn English that easily (Yavuz, SPreI).

Another student, Kenan, becomes discouraged when he realizes the teacher is not there for him. In his experience, his voice is not heard; he feels left out and downcast.

I believe I cannot express myself clearly. When I feel the teacher is not listening to our real experiences and just listening for the sake of listening, I get discouraged. I mean she says himmm and then moves on to another topic, I don't feel like sharing my ideas on anything anymore (Kenan, SPreI).

Most students agree that the topics are disengaging. They are not willing to participate in discussions because there is nothing that really interests them:

Some topics, they are so discouraging, demotivating. I wish there were topics that would interest us, topics that relate to our lives (Öznur, SPreI).

I couldn't talk much the other day because I didn't have much to say. I felt it was not a necessary topic to talk on. If we choose interesting topics to talk on, everybody can get involved and it will be more useful (Arya, SPreI).

I don't want to participate because I get bored. If students were asked. I mean everybody has an opinion on topics they want to share. Topics that would encourage us that we could express ourselves better (Selen, SPreI).

Arya and Sevda complain that in general the topics of the textbooks are similar to each other and not related to their lives:

Both books have the same kind of topics; why cannot we have something else? Why are they the same? (Arya, SPreI)

To be successful, I don't like the topics in general. To be successful, to have a car, to have kids, I mean these might mean success to someone but not to me (Sevda, SPreI).

Students find the topics problematic in general and express that the textbook topics are usually alike and so they have been exposed to the same topics in every textbook they have covered so far. They also mention that most topics do not convey any part of their own cultures, experiences or stories. They feel like they are forced to read about the same topics again and again so they feel demotivated.

Expectations from the second term: Students were informed that in the second term there would be a study and they would be a part of it if they accepted it. It was further explained that the syllabus would not change and that they would take the same exams with the rest of the classes. No information was given on CL to students. They all agreed to participate in the study and filled in consent forms for the research. Therefore, they do not have much idea of what is expected of them. They have comments such as:

I thought we would be doing a project or some projects. Maybe some group work (SDeniz, PostI).

I thought we would do some projects (Duru, SPostI).

I thought we would be using a different textbook and get feedback from us. (Göze, SPostI).

Some felt worried because they thought there would be more workload expected of them:

I thought we would be given lots of homework assignments and I got a bit worried because of that (Hanzade, SPostI).

I said to myself that we would be doing extra work and that it would be boring (Behzat, SPostI).

And others were convinced that it was only an official work:

I thought we would fill in some surveys (Melissa, SPostI).

I expected some official work (Kenan, SPostI).

Moreover, some student participants expressed their feelings about the study. Some felt happy, surprised, privileged and others felt worried about the study:

I got surprised and a bit worried of course. But I got excited waiting (Selen, SPostI).

I became happy, I thought we would be more privileged (Muhittin, SPostI).

I fely happy to be chosen (Sevda, SPostI).

I felt special and somewhat anxious because it was like I was getting a responsibility (Gezgin, SPostI).

To be honest, I was worried a little bit, I did not know what we would be a part of (Su, SPostI).

It is noteworthy to observe in this study that most students have a sense of unwillingness when they are in preparatory school. This feeling can be due to curriculum, textbooks or most likely the topics they cover in class. A few also feel left out or disconnected owing to teachers themselves. However, mostly students are distraught due to the lack of sharing their experiences.

TEPAV (2015), however, includes some other reasons as to why students have such poor motivation during Preparatory School. Students asserted in TEPAV that they treated the preparatory year as a holiday after all their work passing the university entrance exams in their last year at high school. TEPAV (2015) also had some more suggestions to demotivation such as: “the immature outlook of the students, their desire to just get on with their university studies and their failure to see the relevance of English to their studies or their lives at this stage in their

careers” (p.7) and added that their lack of motivation was marked in the lack of engagement in the lessons and attendance problems which universities reported. Nevertheless, although the students in this study have had some complaints about the textbook topics and also had some engagement issues related to the topics, they also had a good rapport in class with the group work tasks in their first term.

5.2.2.2 Teacher ideas and perspectives

The participant teachers have general expectations from their preparatory students, and the materials used in class. Related to the study, they generated ideas on CL: how it might affect the language classroom and what kind of challenges could be encountered.

Expectations from students: Both teachers have various opinions towards student expectations. Müge anticipates her students becoming more critical and having multiple perspectives. She also emphasizes that university education is not only about learning English:

Actually of course it is not only English. It doesn't only come down to English so that they should become open individuals who can focus on something from different points of view rather than being mainstream (Müge, TPreI).

She desires them to be independent learners both in class and in life.

I would like to see them being independent learners, learners that don't rely on the teacher, that they have created some judgment about themselves, the way they learn English and that they are self confident. I mean that's what I would like to see because I don't like telling them what is right and what is wrong all the time because they should see it for themselves. In real life there is no teacher, they cannot call me so I think my main humm it's very generalized but it's like they should become independent learners who will rely on themselves. Even it might be wrong but it's not just that, it's the attitude I think (Müge, TPreI).

Hatice expects students to get good grades and to have a good proficiency level of English. This seems to be her main concern:

I would want their English levels to go up, to have good English. To pass the exams with high marks. To be fluent in English, to be able to write and speak (Hatice, TPreI).

On the other hand, when Müge refers to students learning English, she mentions the importance of the independent learner. In addition to this, Müge reasons that teachers are not the one and only authority of knowledge:

Rather than asking the teacher for every itsy bitsy thing, they should be able to open up a book and find... well... research and see what is right what is wrong, go into forums, look it up in a grammar book or... well... they should be independent, they shouldn't rely on a teacher. Teachers make mistakes too; they are human beings (Müge, TPreI).

Hatice cares about the motivation and expects her students to be motivated in class. She also expects them to participate in tasks and associates the tasks with motivation. Her last sentence in this excerpt is about herself and the rapport between her students and herself. Like Müge she feels strongly about the relationship with students and does not want to put herself into the position of a controlling teacher. She wants to feel the harmony, the happiness in class for the lesson to take place smoothly:

I would expect them to contribute to classes, be motivated. They should fulfill the requirements asked for, do the tasks, be motivated, interested. They should do their homework assignments. Be motivated, be happy, the class needs to flow lightly. If they are not bored, I am not bored. Because when they are bored, I get bored as well (Hatice, TPreI).

Müge evaluates her teaching approach and she presents it as tightly connected to the syllabus and indirectly to the exams. She defines her teacher role in relation to preparatory class as:

Of course you have to teach according to a syllabus and generally you have to keep to it because whatever the syllabus is it comes down to exams and they have to achieve and of course that's their concern and you get questions back, what do we have to do in order to pass the exams? At times you have to focus on these things. It depends really on the level of the class. Speaking about this class I am teaching right now, they are very good and really not that

concerned but I generally refer to exams back “ok if you do this in the exam you won’t get any points because” I have to explain it to them because this is also my duty I think (Müge, TPreI).

She expects her students to contribute but knows it is not possible at all times:

Of course that they participate actively and they express their views genuinely, openly but sometimes this doesn’t take place because they may get bored (Müge, TPreI).

Müge comments that students can get discouraged while learning English “when you overcorrect them, when you show a dissatisfied attitude as a teacher”. She feels responsible for motivating her students and she is aware of the fact that some topics are way out of their league and she has to draw their attention to these issues as they are a part of the curriculum.

I think you have to be very motivating or when you just come up with very difficult subjects, topics where get discouraged and they say “we won’t be able to do it anyway”. I think as a teacher you have to show a positive attitude toward the students and just remind them that they can do it and they will do it eventually but that every learning process has its own time and every student learns in his or her own time (Müge, TPreI).

Müge discusses whether the materials prepared for the class can enhance the motivation or not with her accounts that focuses especially on student wants and needs:

It is hard to tell ...but students sometimes have an attitude to moan about certain subjects “we don’t want to do this”. Of course they also have their own point of view on how learning is text based according to them. It can depend on their majors. A medical student might not be interested in art- should be actually in my opinion- but might not be (Müge, TPreI).

What Müge points out as “we don’t want to do this” issue becomes “I don’t care about it, I am going to study medicine” issue in Hatice’s words:

While teaching English there are various reading topics to make use of and you also become demotivated. Nothing interests them, not environment, not science, not technology, not literature. If you ask something to them the response is “I don’t care about it, I am going to study medicine”. You can not pull their attention into different things (Hatice, TPreI).

Therefore, Hatice puts forward an idea on material selection. She suggests students to choose their materials for their own learning and believes that by this way students will be in charge of their own learning and can be more inspired and involved. Here is her excerpt:

What if the students selected their own material? I mean we could provide them with several options and they could choose from them. They would be motivated if they made the choice. They do not get motivated with the material we select; it is because that is the material we like. No matter what we choose it will be boring for them or less interesting I should say (Hatice, TPreI).

Giving students a chance to choose their own material is one way Hatice recommends to draw more attention. Müge teacher tries hard to display a positive attitude towards her students to motivate them and constantly reminds them that they can achieve their targets. In a similar vein, the research conducted by TEPAV (2015) on English preparatory schools in Turkey suggests that for discouraged and unwilling students, teachers “tried hard to generate intrinsic motivation by delivering lessons which were potentially interactive and relevant to students’ teenage interests” (p.7).

Expectations on Critical Literacy: Teacher participants, Müge and Hatice, both had some ideas on how CL class would be. They projected how their students would react to the discussions, how it would affect the language teaching and learning process, and what kind of challenges they would face as teachers throughout the whole study.

- Expected challenges in CL in class

Müge anticipated her thoughts about students and what she could possibly do as such:

Actually I would like to be surprised so I don’t know really. I am sure that there will be some really smart comments by some students but I am not so sure whether everybody will be interacting so I might put them into groups

and just try to get them to speak in groups because speaking in a big circle sometimes makes the shy students more intimidated and then they shut up. Sometimes I had it with Arya. Sometimes she was so passionate about something and she wants to express herself in English but then “I can’t say it” and she just stops talking. In a group she might say it in Turkish and if it is recorded down by the group leader this might be useful. I sometimes think that speaking activities may intimidate their students whose English is not very fluent or who just think their English is not good enough (Müge, TPreI).

Hatice put what she was planning to do with the students in discussions, but still was anxious that they would not react positively no matter how hard she tried:

We need to know the students, while grouping them for group work. The interaction among them is also very important. Will they be able to form ideas and tell their opinions without hesitation?...Sometimes they become so uninterested, they are conditioned to think that education is boring, to be at school too. As if we are torturing them (Hatice, TPreI).

Müge also explained her expected challenges and how students might respond to CL in class:

I think CL is open-ended that’s why I don’t know what the outcome will be because the students come from Turkish education system background and they have their notions about what a class should look like, what kind of education should take place and the way a teacher should behave so it’s like if you don’t behave according to their standards they may be puzzled. It’s like a teacher has to behave in a certain way and if you don’t put this into practice, it might puzzle them, it might surprise, astonish them or it might give incentive to think critically about the teacher (Müge, TPreI).

Hatice explained her worries in her quote clearly:

I am afraid that they might be unreceptive. They might not participate and tell their opinions. They might be afraid that they will be judged, criticized, or might think what they will say is only mainstream so not say anything at all (Hatice, TPreI).

Müge and Hatice both detailed their plans about CL lessons. Müge talks about the need of group work in the phases but she is uncertain how she will arrange the tasks.

Her comments are as follows:

Group work. Maybe in the interpretative phase would be useful. What was the next one? Critical analysis phase himm I haven’t thought about it. It could

be in a group, it could also be as a class activity. It depends really on the topic, I think it would be too fast to tell you about this. It depends on the situation and how it goes really. Sometimes if they are really passionate about something, they might start talking right away but sometimes they probably need more time to think, it is the same with us. If you haven't considered the problem before you need to think about it, maybe brainstorming could be necessary (Müge, TPreI).

Hatice ponders upon CL materials she will find and use, and she hopes that they will also provide a kind of transformation on behalf of herself. However, she also points out her own conditionings and criticizes her own personality. She seems like she is afraid that her personality and conditionings might hinder what she will be doing with CL in class:

Because I will be examining the material and will be looking at it from different angles, it might help me with my own conditionings. I might be able to change some of them. The things I criticize when I look at people, so stereotyped. I have the same things...Also one other thing. The reason why I don't want to really learn more or listen to people is due to my personality. I don't really care much about what other people think. I know it is a sad situation. I don't have a tendency to be genuinely interested in what other people have to say about their own experiences. I get tired. It is not related to teaching. It is my personality. It affects my teaching negatively of course. Maybe it may change with CL. If I have an interaction with CL, I might have better relations. I would really like to try it out and see what happens (Hatice, TPreI).

- How could CL affect the foreign language process?

The teachers had some viewpoints on how the language classroom could possibly differ with CL implementation. Müge discusses in her excerpt the possibilities of raising awareness to English aspects. By aspects she primarily refers to speaking skill usage:

They may be learning English from different aspects like I don't know whatever their thoughts were before but it may come down to this that speaking perfect English is not necessary, it might be more about the content of what you have to say rather than the shape, the pattern you are using. Lots of people speak English and academic speak English and generally their English may not be good but it is not important to their field of study because even if their English is moderate, they are still be able to express themselves. So this might raise awareness (Müge, TPreI).

Hatice thinks that involving in different perspectives may lead to more motivation and become a stimulus for the reading skill.

Language wise? I don't know. Looking from different angles may motive the students. And while motivated and examining the texts from different perspectives, their English might improve. Reading is about interest. Students read if interested and learn that way. A natural way of learning. If Critical Literacy can motive with the readings, then they will learn (Hatice, TPreI).

- Expected challenges in CL preparation

The participant teacher in fact discuss the possibility of challenges in many of their commentaries, yet when directly asked they come along with such answers:

I'm sure I have my sensitive points too but actually this will also be part of the exploration where my sensitive points are. We all have things that might shock us but of course with time you learn and you learn not to be shocked that easily like you would have been shocked before (laughter) (Müge, TPreI).

Müge is aware of the fact that she has sensitive areas and is willing to discover and work on these points. Hatice, on the other hand, believes that she might object to the discussions on some topics:

I have a certain background knowledge and viewpoint. I don't think I will have much difficulty but there might be certain limitations to some topics, I may resist looking from a different angle at some things (Hatice, TPreI).

To sum up, there are expectations from the CL class from both teachers in the need of having more engaging and critical discussions and with more student participation. Students, on the other hand, are willing to participate more if they have more knowledge on different issues and if asked about their own experiences. In the light of all these viewpoints, comments, suggestions and expectations this study is conducted in the second term of the academic year 2012-2013.

5.3 Critical literacy class: open your eyes

“I think critical literacy is open-ended; that’s why I don’t know what the outcome will be because the students come from Turkish education system background and they have their notions about what a class should look like, what kind of education should take place and the way a teacher should behave so it’s like if you don’t behave according to their standards they may be puzzled. It’s like a teacher has to behave in a certain way and if you don’t put this into practice, it might puzzle them, and it might surprise, or astonish them” (Müge, TPreI).

As read in the excerpt above and also explained in the first part of the findings, the class teachers have their doubts and concerns about the implementation of CL lessons although they are experienced in the field and have read about the literacy phases and are willing to try the approach. They are also aware of the fact that there is not a list of methods in CL that work the same way in all contexts all the time (McLaughlin & Devoogd, 2004). They are also conscious about the difficulty of overcoming the schooling boundaries that operate against both students and teachers, and so teachers themselves feel the need to take action as what Gramsci (1971) emphasizes as ‘organic intellectuals’ and they are to empower themselves as what Giroux (1988) calls ‘transformative intellectuals’. They know this is the way to maximize the learning opportunities for their students.

Both teachers have employed the CL phases and developed various strategies so that students could think about texts from a critical perspective for the purpose of the study. These CL phases are adapted from Ada (1988a, 1988b) and her work on creative reading method with students. The first phase is the descriptive phase, the second one personal interpretive phase, the third critical analysis and the last one is the creative action phase. The content of these phases have been detailed in Chapter 4. To serve as an example and to understand in detail, the phases are well-read by the participant teachers from the work of Alma Flor Ada (1988a, 1988b) and are

discussed with the researcher of the study before the CL phases have been implemented in class. The teachers both agreed to try and work with the phases and aspired for their own strategies. They have brought extra material to class on behalf of their strategies. These materials are online videos or readings (see Appendices J, K, L, M, N and O for the teacher reflection notes). The researcher has observed the CL classes and taken notes and recordings when these phases are present. These phases are explained one after another with the inclusion of both teacher and student as well as the researcher interpretations.

The students all completed the first term of the preparatory school (September 2012- January 2013) and took the same mid-year exam with the rest of the preparatory students. They all had intermediate level of proficiency according to the preparatory exam when the study started. In the second term the preparatory school followed the same international English textbook that was used in the first term. The name of the textbook is not shared in the study for ethical reasons; however, the titles of the modules are shared because the CL lessons are based on these themes although further material has been presented by teachers during the study. Thus, the study group followed the same syllabus with the rest of the preparatory school in the second term (February- May 2013), yet the teachers included some materials to go hand in hand with the CL phases. The participant teachers in total covered six modules of the textbook. These modules are based on six different themes and so each teacher conducted three of the themes. The themes of the modules are quite representative of what foreign language textbooks cover in a language classroom. The ones that are included in the study are success (module one), technology (module two), leisure (module three), environment (module four), food (module five), and education (module six).

The phases and the strategies employed within the modules are explained below to characterize and understand the CL class. The interpretations of the findings come from teacher reflections, student diaries, observer field notes, and from both teacher and student interviews. The phases include findings from different modules; however, not all modules are exemplified in all phases. The reason for this is to be able to highlight interpretations from different excerpts and to avoid overlaps.

5.3.1 Descriptive phase: the topic of the day

All the six modules have a similar descriptive phase process so some momentous exemplars from selected modules are provided in this part. It is witnessed that the teachers deal with the themes in a similar respect to what they did in their regular classes beforehand (RO, Mod1 & 2). Warm-up activities are fulfilled within minutes and sometimes skimming and scanning is done, and the text is read for the gist. Pair work is preferred for the general questions that are asked at first like “what is leisure”, or “what is success”? Students are given some time to answer the comprehension questions of the texts, and the unknown vocabulary in the passages is explained by the teacher at most times.

One of the teachers feels tense in planning for this phase because she does not like it. It is not very different from what she usually does in class and she wants to go ahead and do the other phases. She believes the students also have the same kind of feeling about this phase:

Actually the only time I felt uneasy was the preparation phase when we have to do the descriptive reading phase. And generally I assumed we all had the same feeling that let's do the reading fast and then go on with the speaking part. And they did the questions fast and answered the questions and that was

the time I felt okay and said I don't want to further explore the text and generally there wasn't much in texts. It might also be my feeling that I transferred it to them and they had the same feeling about the texts (Müge, TPostI).

In fact, students act their usual way with what is done in the descriptive phase because this is what they are familiar with. It is observed that some students are bored, and at times distracted as the researcher notes suggest: "Muhittin is sleeping - not interested and Kenan is talking with Hanzade. They are giggling (RO, Mod4)". The rest of the students usually copy the vocabulary into their notebooks and are busy finding answers the author of the text asks for. Hatice, the other teacher explains how this phase went in one of her reflections:

In the first hour I asked them to read the text, answer some comprehension questions and work on vocabulary. They were not very active in this phase. It was a typical class hour when students usually work on their own, do some pair work to compare their answers and finally share their answers in open class (Hatice, TR, Mod1).

Müge feels akin to Hatice about the descriptive phase:

We went on with the reading in the textbook, which was not very intriguing or challenging (neither for me nor for the students), just for the sake of the descriptive phase and the students did the multiple choice and vocabulary questions in no time (Müge, TR, Mod4).

Students can be mostly silent, and reluctant when the central point of the lesson is only reading the text and answering the questions. The students explain the reasons for such a boredom. They say they are looking "for something related to real life issues" (Eda, PreI), or "topics...that we could express ourselves better" (Selen, PreI). Arya asserts her silence with her comment: "I couldn't talk...because I didn't have much to say. I felt it was not a necessary topic to talk on" (Arya, SPreI).

Müge goes on describing in her teacher reflection notes what descriptive phase means for her. It is not any different than what the students feel. The excerpt shows she feels no excitement about this phase:

I am going to get over with the descriptive phase in the first hour. I do not even have to get prepared for this phase, I just have a look and go into the class. Not exciting (Müge, RO, Mod3).

For the teachers, this phase is quite similar to what they are already doing in class. They feel it is like a repetition of how they already handle the lessons. The interesting thing, however, here is Müge's gradual realization of what she could do to change the descriptive phase into a more meaningful area. She would like to be more enthusiastic of what she can fulfill; she tries to provide some examples so that students can understand and perhaps associate it with something they know. Yet she still feels there is something missing in grabbing their attention. The following excerpt comes from her own reflections:

We went on straight to the book which was about theme parks. I tried to elicit the meaning of theme parks. They were not very sure what it was about really. I helped them by giving examples of Euro Disney and Disney World. They got the idea. We started with the book where they had to skim and scan for information about 5 different theme parks in different countries and complete other tasks, which they did in no time. I guess it was not really challenging task wise (Müge, TR, Mod3).

In the module on leisure, the topic of the textbook is Theme Parks. Müge asks about Theme Parks "Are there any in Turkey? Students cannot associate it to anything here so she gives an example of the Disneyland in the USA. Müge feels more connection is needed so then she starts talking about a theme park she visited with her family in Germany (Müge, RO, Mod3). When theme park becomes her own story students become more involved. Here is Müge's quote from her reflection notes:

Before I got their answers I said frankly that I found it boring and was wondering why the writers of the books had put this in. I asked who had enjoyed reading about them. To my surprise the majority had (I was not expecting that). Only four people expressed their dislike. Eda said she had no feelings towards the texts; neither positive nor negative because it was just "another" reading passage to be done in an English-teaching book. Yavuz said he had hoped to see more pics about them. Sevda added that the texts were too short and first-hand comments from visitors might have been nice. I gave the example of Serengeti Park in Germany were I had been with my family as a kid (Müge, TR, Mod3).

Some similar occurrence ensues in the other teacher's lesson. Hatice asks "Have you heard the term slow food?" Students answers are negative so Hatice asks "What about fast food?" Students give some examples since they know what fast food is. Hatice discusses organic food and compares it with healthy food. Then she says "Organic food is not appealing to me" (Hatice, TR, Mod5). By sharing her opinion with students, she gets their attention. This seems to be a good way of getting students notice on the issue. Both teachers try to apply the same strategy in the descriptive phase.

In the module called technology the students are reading a text about flying cars. Students are reading for gist - to tell what the text is about in the descriptive phase. Teacher Müge asks "What do you remember about the text?" And Eda suddenly exclaims "I can't think of flying cars in Turkey" (RO). She is fixated on the idea that flying cars are not possible where she lives. She is trying to contextualize the theme in order to find a possible answer to the teacher's question. She is actually applying a similar strategy to what the teachers suggest: the need to familiarize the topic with one's context.

Thus, the descriptive phase introduces the topic which can be mostly emphasized as mainstream and commonplace. If the lesson would start and end only with this phase, it would possibly resemble a typical language classroom of preparatory schools. In CL, however, this phase is used by the teachers as a start off point for critical discussions and analyses that would take place in the other phases. Moreover, by providing some opinions and ideas on the issue becomes a warming up for the personal interpretive phase.

5.3.2 Personal interpretive phase: Whose technology, whose environment, whose food, whose education, whose leisure, whose success?

The personal interpretive phase follows the descriptive phase in this study and the same topics of the modules remain to be presented this time but with more emphasis given on CL strategies. However, the CL strategies mentioned in the literature were unfamiliar to the teachers of the study, and for the purpose of the study they were not introduced to the teachers. It was important to see whether teachers would develop their own strategies and evaluate how they would focus on the phases. The findings display that teachers made use of several strategies, namely problem posing, rest of the story, switching, and alternative texts. Moreover, juxtapositioning is employed by students as a CL strategy in one of their group work projects. Some of these strategies are observed and thus discussed in this personal interpretive phase and some are in the critical analysis and creative action phases.

After the voice of the author in the descriptive phase, the teachers turn to the personal interpretive phase where the real experience talks. They make use of various questions that relate to students lives, or their background knowledge. Teachers also speak out about their own personal stories and experiences about the issue so that they can build up trust and rapport with students. Students can become inquisitive and attentive when there is a possibility of sharing involved.

Su, one of the students, reflects in her diary about the module covered that day. She verbalizes:

We talked about success today. One of our friends asked Hatice teacher one of the questions the teacher asked us first. She asked to the teacher “Do you feel successful?” Hatice teacher said at times I feel successful and at times I don’t. I really liked her answer. Because I believe that to feel successful depends on the spirit and the circumstances (Su, SD).

And the same student criticizes the attitudes of some students during the same phase:

Some friends made statements like “men are more successful than women”. To make such generalizations do not sound fair to me. I believe that we need to evaluate each person individually (Su, SD).

This statement shows that the student has observed her class friends carefully and is not happy about what some of them claim. Her rightful judgment will find a resolution in the later stages of the module where the teacher has planned to work on the gender discrimination issue more openly.

Students acknowledge the importance of knowledge, culture and narrations that are known to them in order to be absorbed. One student grasps this need especially when she is writing into her diary:

I felt that the course book we used was prepared for the British. It had nothing similar to our culture so I lost interest. People get interested when there is something about them. I realized how I felt especially while I was writing into my diary. There was nothing from myself that would engage my attention (Su, SPostI).

Both teachers are aware of the fact that book texts lack genuineness because there is no local experience attached to them; these texts have no contextual tie both to teacher and student lives. These “commercial textbooks” as Richards calls them (1998, p.128) “represent no personal investment on the part of the teacher” and thus “they can be easily replaced if a more interesting textbook comes along”. The teacher also feels the need to bring in some real-life examples from her own experiences because that’s how she can extend the discussions and make them more appealing. She feels the textbook repeats itself and finds it insufficient and so she makes use of alternative materials. These alternative materials create an opportunity for her to discover CL strategies like alternative perspectives. She makes use of a couple of alternative texts in the module on technology where she expects students to read about some important brand names of shoes and electronic devices for further

dialogues and considerations. When alternative texts are presented the readers perceive the text in a different way and start to comprehend the complexity of the issue examined (McLaughlin & Devoogd, 2004, p.49). Here is the quotation where she explains her alternative texts:

Today's lesson was based on technology and I had asked my students to prepare for the lesson by giving them the links for fair phone, fair trade, sweatshops and an article about Nike and Apple over Facebook (Müge, TR, Mod2).

The same teacher expresses her involvement in the process and how she perceives the textbook with the following words:

I must say that I find the topics in our course book sometimes so unchallenging and dull that I do not even prepare from the course book, but think about other alternatives that can be an extension to the unit for further discussion and an extension to their vocabulary. The reason for this might be that I have been teaching for more than 16 years and every so-called novelty in a course book has been used somehow before. So no novelty in terms of course books! Another point is that I am actually able to make lessons stimulating and interesting enough if it was not for those course books and syllabi that dictate a certain form of learning students most often do not identify themselves with unless I bring in some real-life examples from myself. Since I come from a different background than my students (I lived and was raised in Germany until the age of 16), they are interested to hear when I tell them about how things in Germany were. Yet, this is something a teacher should handle with care because one may end up talking about oneself drifting away from the topic. Therefore, my real-life experience is sprinkled in between discussions to show my students a different point of view or a fact that is other than theirs (Müge, TR, Mod3).

During the personal interpretive phase, both the teachers and the students learn from each other's experiences and shared knowledge and thoughts. In the module on education the focal point is different Englishes around the world. The rest of the story (McLaughlin & Devoogd, 2004) is the strategy that the teacher Hatice has employed. She encourages students to use their background knowledge to examine what is missing and underrepresented in the text related to the English language.

Before she presents alternative videos for the critical analysis phase, she has written some concepts like Standard English, World Englishes, colonization and so forth on

the board to open them up to discussion for the personal interpretive phase. She utilizes the critical words as a source to support the discussion.

One student analyzes the situation as:

We were talking about Standard English, why and how it becomes standard. And then Göze gave the example of how she enjoyed Indian English. I do remember that. And I thought that is what happened to Turkish, we have Istanbul Turkish, and we actually have other Turkishes but people simply ignore them, look down on them. Istanbul Turkish is the one that is taught everywhere (Öznur, SPostI).

Here it is interesting to see how the student perceives the language varieties and how she associates different Englishes with the language situation in her own country.

Interestingly enough, another student was not in class that day and the topic was passed on by her class friends. It is unexpected to encounter such pass-on occasions for mainstream topics that are discussed in class. Yet this was not a mainstream discussion. It was a discussion with many variables and it went beyond the class walls. What the missing student Melissa states is a proof of that:

I wasn't in class when they covered the module on education. But my friends told me all about it afterwards. They shared what they did in class because they were impressed to learn about different Englishes. What is meant in that discussion is that English was once spread with colonization. And the world was forced to use American or British English. Quite like how English is taught to us. In fact, we have same kind of a colonization mind in Turkey. It used to be that in Turkey Kurdish people were forced to speak only Turkish and no Kurdish. Similarly, British forced people of different countries to speak their English accent for years (Melissa, SPostI).

It is significant to note that CL can provide the link between the outer experience and the inner one. The above quotation of the student comes from this kind of the connection. Students find the discussion worthwhile to pass it through to the student that was not in class that day and that student analyzes the situation and draws a similarity between how languages are learned in countries and she also points to the possible language hierarchies and impositions of languages.

In the module called Leisure one student questions the meaning of leisure time activities as they are sharing ideas and opinions. She confesses that she has realized another meaning of what leisure time is from her friend. And this definition makes much more meaning to her:

While we were talking about leisure time activities, Eda said reading is not a leisure time activity. It is a need. Everyone should read. I thought about how she was right. It is so logical (Selen, SPostI).

In addition to this, Sevda shared her own experience about reading to the blind. The quote below comes from teacher's reflections and signifies that it is not only the students but also the teachers who learn from these experiences:

When the activities had been put on the board I questioned if any of these activities might be for the well-being of others since all of them were for self-satisfaction or development. That was when Sevda told us about her friend who reads for the blind. I was really impressed so asked further questions to detail the subject (Müge, TR, Mod3).

Metin Ali, a student who explains that he enjoyed all the personal stories also emphasizes that he was particularly engaged deeply in the module on Food. He refines his feelings as follows:

The topics were all interesting. However, because my family is involved, I mean our family tradition and what we eat, I got interested in organic bazaars more. I could ask more detailed questions and could reply more confidently to the questions asked (Metin Ali, SPostI).

His quote in fact explains the importance of family events and heritage. Students directly get attached when something is related to their core beings, that is, family matters.

In another module where the discussion focuses on environmental issues, Müge's response as a teacher becomes a momentous shocking in-class experience and a memorable answer for the students to remember. She first asks the students to tell what they do for the environment. They talk about it for around 10 minutes. Most

talk about separating trash, and batteries and oil. Also about collecting litter or warning people not to throw trash on the floors. These answers are not so much different than a typical answer about protecting the environment. It is as if the teacher is waiting for such responses. Then, she unexpectedly asks students “do you know what I do for the environment?” Students are waiting for the answer and Müge stands in the middle of the floor and says “nothing”. Most students are surprised to get such an answer from the teacher. Arya jumps and says “it is selfish; it influences everybody”. Eda says it is a personal level of doing. Müge stays calm and when the first excitements pass she says “I don’t separate my rubbish because street collectors pick it up and sell it. It is a profession”. It comes with a much bigger shock this time. Students are left speechless. They realize these street collectors are a part of the cycle and it completes the bigger picture. What seems to be beneficial at one point can become disadvantageous for others who can be in a needier situation (RO, Mod4).

Müge also tries to localize the environment topic by displaying how local people can react one-sided to the issue. She provides examples from a local supermarket chain that almost everyone is familiar with. She explains a case about the plastic bags in a supermarket chain in Istanbul. She gives an example of how they stopped using them because they were made of plastic and people had to pay money. She utters “But people protested so the supermarket started giving them plastic bags again”. She gives another example from Bursa where she used to live. She explains how the factory poured the poisonous colors into the Nilüfer stream and says “the villagers didn’t do anything because the factory was paying money for a football club for the village” (RO, Mod4).

The way the teachers elaborate on the personal interpretive phase enable the students to perceive their own realities by means of other realities. Moreover, the in-

class narratives and dialogues that value their own lives and experiences create genuine learning practices.

This last excerpt expresses the ideas of the teacher about sharing experiences, personalizing issues and what the personal interpretive phase means for her:

I believe that the most motivating factor is to have their opinions asked. They were really enthusiastic in the personal interpretive phase. I mean to be able to share thoughts among themselves, in the class. I saw them getting involved and excited during group work. Sharing ideas and experiences, I believe these are important for the students. (Hatice, TPostI).

5.3.3 Critical analysis phase: A different angle

When the voices of the students are heard and when their narratives are valued, the teachers lead the discussions towards the critical analysis phase. The teachers make use of a variety of controversial texts, media and videos which give students the chance to pose problems in the mainstream texts they had read. The teachers come up with questions that puzzle students at times, and that make them contemplate on the issue much more.

Problem posing is the main strategy in CL and it can be used with alternative texts, as well as a variety of media, and dialogue. After reading the text, viewing the video, or discussing the situation that is going to be analyzed, students engage in critical analysis with questions (McLaughlin & Devoogd, 2004). Problem posing is particularly employed along with some other strategies in critical analysis phases of the modules. The examples of problem posing are achieved in all modules. Both teachers work on situations where the students search for the missing or discounted voices from the texts, what alternative texts or situations there could be, or how the readers would promote equity. Below are some examples of student reflections on how problem posing have possibly influenced the students' viewpoints.

One student writes into her diary her reflections on the module on food.

Our topic was “Slow food”. It was the first time I had heard about it. Then we talked about organic food. We defined what organic is and discussed why people are so drawn into organic food and the places where they are sold and who buys them. And we watched a video. From this video I learned that the organic and non-organic foods have similar amount of nutrition. For me, this was the most interesting piece of information of the day. All my days are filling now. We constantly have activities and we are involved in a learning process. I wonder if other prep classes are like this? I don’t know. I learn a lesson from each period at the end of the day. It is a good feeling (Zeynep, SD).

Another student writes about the same module from a different standpoint. She emphasizes the importance of questioning and refuses to believe everything at first glance. It can be said that she has started questioning thanks to teacher’s problem posing of organic food.

According to a survey done by an American university, there is no difference vitamin-wise between organic and not organic foods. Up to this time we have always been told that organic good is healthier and we accepted it without question. I have understood that it was my mistake to accept things as they are without questioning what I hear. Now they have presented a new piece of information. I am not saying this is correct, or just the opposite. I would like to give up my attitude of accepting things without searching and questioning. The education system has made us like this. Nobody has taught us the possibility to question things. It was like we were told directly to put what we get into our brains, just like that (Melissa, SD).

Melissa has a point about the education system she was raised into. She explicates that she has not learned to question issues, she has become an accepter due to the system. She is questioning her previous attitude and settings that made her like this.

Success is the module that focuses on identifying gender issues. Switching is the strategy employed by the teacher. In this strategy, after reading the text, the student responds to selected questions, such as ‘What gender is represented in the text?’ The student can imagine “an alternative version of the story by switching genders, critically analyzing the author’s emphasis on one gender and how the message would change if the other gender was emphasized” (McLaughlin &

DeVoogd, 2004, p. 47). The way Hatice leads the class to the heart of discussion is by asking one critical question: “What does the cover picture of the Success Module tell us? Who is this person?” (Hatice, TR, Mod1). The excitement and fulfillment of the teacher can be read from her reflection notes. She is content because she has found a strategy that has made the students ponder upon the issue critically:

Finally, I asked them to look at the cover page of the module about success and describe the person to me. They said he was happy and successful, etc. No one at first realized that he was a white European man with blue eyes and blond hair. But the reality suddenly hit them. Success was associated with this man. All of them and I think the girls even more were really surprised and bewildered. I asked them to look at some other pictures in the book. They were shocked to see that women were associated with leisure, fitness, and cooking while men were associated with technology, heroes, science and success. Sevda said ‘Why are we studying this book? It is making sex discrimination.’ I was very excited to see their reactions in this phase. I asked them if they were willing to write a letter to the editor to complain about the sexist approach of the book and added that they could write it if they really wanted to say something about it. I wonder who will write it and am looking forward to reading their ideas about this issue now (Hatice, TR, Mod1).

The teacher is pleased with her discovery of such an important issue. She has posed a problem. She is aware that problem posing brings “interactive participation and critical inquiry into the existing curriculum” and it also extends it to “reflect the curriculum of the students’ lives” (Wink, 2005, p.51). By pointing out the pictures and topics in the textbooks, she has made it possible to confront a problematic issue of gender.

Öznur, a student, explains how she got engaged with the subject and the reactions within the class during the the module success:

I was stupefied at first when we got involved, I mean when I really got involved, I was not like that anymore. I got aware of what we were doing, what it was all about. We, I mean our group that worked on gender, got angry first at the reactions coming from some of the boys in class. So we really worked hard to show how serious this issue was. It was a nice work. And now, I mean yesterday, there was a discussion on the same issue and I could see that one of the boys gave a much more mindful answer. He must have thought about the project and all the discussions during the project. He was

looking from a different angle. He seemed to be gentler and more aware (Öznur, SPostI).

As Wink states (2005) the hidden curriculum can be realized in schools “when little boys are called on more than girls, when Eurocentric histories are taught, when teenage girls are socialized to believe that they are not good in math and sciences, when heroes but not heroines are taught.” (p. 47). This quote explains the reason why some boys in the class associate success with being a man and why some girls that are asked to question are bothered about it. It serves the purpose of the hidden curriculum. The students are already familiarized with the idea “when heroes but not heroines are taught” and success is linked with heroes. The hidden curriculum is the perpetuation of dominant culture through institutional processes, through textbooks. With CL, students learn to ask: Whose knowledge? Whose history? Whose perspective? Whose language? This phase of the study aims to pose these questions.

Selen, another student, describes her realization with “whose language”. She grasps how she has been made to normalize the word ‘businessman’. Here is her remark:

I remember talking about gender. Teacher Hatice surprised us all. When we talk about success a man comes to our minds: Einstein comes to our mind with his popular picture that everyone knows. Business ‘man’ comes to our mind not business ‘people’. And there we faced the reality suddenly (Selen, SPostI).

Many students have written down many commentaries on this issue. One last student expresses her questioning manner and how things started to change with the discovery of the pictures in her quote:

There were pictures of men in the success module. The implication was like men were the successful ones. We hadn’t discovered this before the teacher pointed it out. Before this, we just focused on the completion of the unit and nothing else. It was really interesting to see that we had never realized such a thing before. We immediately searched the course book to see more about the pictures. We found a woman with a success profile just to see and read that “if it weren’t my husband I wouldn’t be here today”. Some things need to be

questioned. Why is this picture here? Why did they write such a thing? (Su, SPostI).

Su realizes something more is happening through pictures to what is seen. She analyzes the discourse in the textbook. She is questioning both the picture and the saying. First she becomes excited because she finds a picture of a woman that symbolizes success among many other pictures of men. Yet she realizes the picture is not supportive as the narrative underneath tells another story. She expresses her frustration of what is presented via the textbook.

The module which is based on technology is carried on with the teacher Müge asking questions like: “What are the benefits of technology and science? How do we benefit from them? What are the criteria for mobile phones? Who benefits from them?” After some time the teacher starts getting the answers from the groups and putting them up on the board. She leads them into a discussion at a slow pace, making sure they are really thinking about the questions. She asks “for whom?” Students say “people”. The teacher asks “which people?” Students say “rich people”. So the teacher goes on with the concept ‘fair trade’ and explains fighting for fair wages. It is the first time the students have heard about this term. One student immediately asks a word in Turkish to be translated into English. And the teacher says “union” and writes it on the board. Then the teacher asks, “Why is something cheap? What makes it cheap?” The answers come like “low wages and exploitation of minerals in third world countries”. She goes on detailing how third world countries cannot afford the products they produce and suffer under bad working conditions and people suffer because they are poor and are exploited on top of it (RO, Mod2).

“Problem posing opens the door to asking questions and seeking answers” as Wink (2005, p.51) states. This is what the teacher is trying to accomplish. She has a

gradual move towards the climax of the issue and triggers the critical discussion at the end. She probes the question: “which countries do all the famous brands come from?” The students know the answer quickly “first world countries”. Then she asks them to discuss first and third world countries in groups. One group discussion from the researcher notes is as follows:

Sevda said “we need revolution”. She talked about countries that exploit. Metin Ali said “first world countries employ”. Gezin said “they use other countries”. Another student said “abuse”. Öznur said “the people of third world countries are in danger, their lives are in danger”. Eda said “it is not about the first world and third world countries. It is about the system. It is about earning money”. “They have to work - they have no other choice” said Sevda (RO, Mod2).

Students discuss the issue wholeheartedly. They teach each other words like ‘abuse’ and share ideas like ‘it is about the system’. They learn to question together in discussion groups.

Here is what one student, Muhittin, wrote in his diary after the module on technology:

We watched a video on technology. But before that, the teacher had written new vocabulary on board about the working conditions of young children. Teacher Müge is an activist and she made us activists. We discussed about how mobile phones are manufactured; how working conditions could be improved. I read an article on the issue two months after the in-class discussion. I read it simply because I was interested. I was interested because of what we did in class (Muhittin, SD).

Muhittin is discovering his interest as he is discovering the world in the eyes of CL. CL acknowledges that “reading does not take place in a vacuum”; reading encompasses the whole social, cultural, political, and historical context. It includes reading the world (Wink, 2005, p. 48).

In the module on education where the teacher leads the discussion towards World Englishes, the students become aware that their English is not something to be

ashamed of. It can be encompassed as a part of their world if they can create a link to it. Su, one of the students acknowledges her relief in her very own words:

We watched some videos on non-native speakers of English. I felt relieved. I was speaking. I was understood. And that was it. I do speak good enough, my English is way better than I expected. My English was terrible at high school; I was afraid that I would fail the prep class too (Su, SPostI).

As Wink (2005) suggests “voice is the use of language to paint a picture of one’s reality, one’s experiences, one’s world” (p. 59). The students in this study attempt to voice their ideas, realizations and understandings. In this education module the teacher disrupts the idea of native - speakerism, and Standard English because she has observed that the students are particularly afraid of contributing to speaking tasks. She believes if students can voice themselves by digging into the issue of native - speakerism, they can break that barrier of discouragement and feel less tense while speaking English.

This student below grows in understanding of the imposition of English and the requisite for different Englishes. She voices her need as:

About the education module. There is something imposed on us. English stands at a different point. It is something that is imposed on the whole world. Different peoples in the world speak different Englishes but also it is their English. It is not an English that is imposed on them and it is good to realize this (Eda, SPostI).

Wink (2005) claims that “the voice of those who traditionally have not been heard is usually embedded with varying degrees of resistance, rage, and hint of resolve” (p.60). The anger in the tone of Eda’s wording can be understood from her abrupt sentences. The student Eda is screaming out her realization because she is given the chance to do so. In this CL class more and more voices are being heard. As Wink enlightens “the broader the diversity of voices, the better the quality of society...It represents more of us” (p. 60).

The critical analysis phase is a step for all the class members to understand the meaning of interrogation from multiple perspectives, reading alternatively, questioning what is made visible and what is not. Students became active debaters and critical learners in this critical analysis phase and they became conscious of what is deliberately taught and not taught to them in the school curriculum. Teachers become conscious of alternative material and multiple voices to bring to light the issue in a critical way.

5.3.4 Creative action phase: Realizing the unrealized

Although the class have done lots of readings, research and in-class discussions, it is the creative action phase that hits students deeply to ponder more on issues. This is because it is the time when they are judged, questioned, looked down on and become intrigued by the community they live in. Students are searching what is behind the scenes, they are searching the reasons why and how things are like that, and they are asking questions that have difficult answers.

Zeynep, one student, describes this phase:

I got reactions from people I never would have expected. This became so very useful to me, I started seeing things. I thought to myself that we were unaware of things... I already knew that people don't have the same perspective for particular situations. There wouldn't have been any differences otherwise. But the way people reacted was hard on me. It wasn't on respectful terms, that's what I realized (Zeynep, SPostI).

And she goes on by explaining how the task of module food has affected her:

I think in each task and each time something else was uncovered. The clearest of all was the organic bazaar. We went there and I realized what we really saw there was that people have different economic levels; there is a separation, and even the bazaars can be an example of this. This is a sociological work (Zeynep, SPostI).

Hatice is the one who gives the task to go to an organic bazaar for the creative action phase. She expects them to “ask questions to both customers and salespeople” and would like them to present their findings. Her questions are:

What kind of products are sold in the “organic marketplace”?

Compare the prices of at least 5 products in the “organic marketplace” to the local market.

What kind of people buy organic products? Age-jobs-income level, etc.

Do salespeople consume organic food? Can they afford organic food? Why?

Add your own questions (Hatice, TR, Mod5).

Another student Arya talks about her intellectual struggle in the organic bazaar after the in-class discussions on food awareness:

The organic bazaar remained as an alive experience in my head because it was real. One man in the bazaar told me that to work there one needs brains and money. But he said people have money but not the brains for such work. And I asked him what if one has brains but no money, then what? He could say nothing about it. Another man said “I buy good food, and organic cleaning materials”. And I told him if it is that healthy, then everyone should be able to afford it. They are trying to show the organic food as if it is really good and very healthy by treating normal food as trash. This is an illusion. If there was such a big difference, then there would be really big health problems. Well I still need to do more research on it to speak more about it but I don’t think normal food from our regular bazaars gives us such harm (Arya, SPostI).

Arya has debated over the issue with the customers and salespeople. She would like to prove this ‘illusion’ of organic being better than normal food to herself and to the others. However, she comprehends that she needs to do more research on the issue.

Hanzade has shared the experience with her mother, and she has become contented with her awareness process as well as her chance to pass it over to her mother:

Organic bazaar. I expressed myself clearly especially to my mother. She always insisted that we should go for organic. I mean we used to, but a normal whole chicken sells for 5 liras and she started buying it for 30 liras just because it was organic. She said it was “better”. But when we went to

the organic bazaar and talked to the people, I learned a lot. I learned what is what and why it is like that. I thought research is important, to know the things behind the surface. Then as I explained all that I learned to my mother I got conscious of what I learned on this topic and so did she (Hanzade, SPostI).

The module on environment has raised consciousness by interrogation of the work done by municipalities. The teacher gives a group work task to students to go to different municipalities to search for environmental services the municipalities provides for its citizens. The real task is to understand whether these services are being provided to everyone equally. Selen details her experience as:

When we went to the municipality, we talked to the environmental engineer there. She explained what kind of work they do, how they worked with schools, and how they are doing recycling by collecting trash from homes at certain times of the day. Yet we searched from social media to see what the citizens were saying about this. They were saying things like “we separate the trash, and it is 8 pm but no one has come to pick it up”. Or “there isn’t even a garbage bin on our street so we have to put the trash out at some point and then the dogs and cats come and dirty the street by tearing the trash bags” open. So these comments on social media are valuable; it is like we are conducting an interview outdoors (Selen, SPostI).

Selen continues her talk explaining about the interview which appears to have made her think and feel strongly on this issue:

We also interviewed some people. There was this person who talked about gentrification. He was talking about the place they used to live - Fikirtepe. The municipality paid money to get the land but it was undervalued. And now he doesn’t know where to go; he cannot afford another home and he feels homeless. They are trying to modernize the city but this is all about making the cover pretty and inside it is hell for some people (Selen, SPostI).

It can be implied from her quote that Selen has empathy for the hardship the man faced. It is like she is trying to be a voice for him.

In the module leisure, this last phase is covered by students on the campus. The teacher expects the students to work on their study environment to see about what they could be doing to improve conditions on behalf of those on campus. She believes they need to feel a part of the university and spend their leisure time in

creating productive activities. Teacher Müge writes in her reflections of the creative action phase on the module about leisure activities as follows:

In order not to leave everything too open-ended this time (I had a goal in mind!) I suggested the students improve campus conditions and put some questions up on the board to be discussed in their groups...The pleasant surprise for them was to use the third lesson for each group to walk around on campus and find problem areas to be solved and worked upon. They were free to take pics or videos. They loved it, as one can imagine. By the end of the assigned time they had to be in class in order to write their reports. I took a copy of their reports and asked them to talk briefly about what they found...Their last activity is scheduled for Monday, where each group will have to give a presentation about their findings to the others and hopefully take action. I am looking forward to Monday April 1st! (Müge, TR, Mod3).

It seems as though students are satisfied with the task and appreciate the learner-centered approach. Here is an excerpt from one of the student voices:

The most interesting thing about today was us being sent to the campus by our teacher Müge. She wanted us to look around on the campus to see what could be changed, made different and what we would like to have on campus. We worked in groups. I enjoy such activities so I took many photos. I believe we are going to write a petition and if the petition is considered it would be great. As I always say it is very difficult to find a learner-centered education in Turkey. If they make changes according to student wants and needs, it would be a big positive step. I am so proud to be a part of this work (Göze, SD).

The students have given various responses to the module on success where the topic focuses on gender with CL. Students have a written task questioning for the gender perspective of the textbook in this phase. Here are some student comments on this task:

In the success module I was impressed. I had former knowledge about the gender issue and was already reading about it. But because it came as an issue to be discussed in class and the way it was handled really impressed me. And it was more than an in-class analysis. We went ahead and directly wrote the person in charge of the problem. It was remarkable (Eda, SPostI).

In the last hours after the heated discussion on discrimination in the textbook we decided to write to the editor of the book. We are going to write a letter and send it to the editor. But it is going to be a sensible piece of writing, what I mean is that the letter has to draw attention to the issue. They have photoshopped the clothing of the women. If they are going to do such a thing,

then do not put that picture in the book. The book has discriminated against race, gender and color (Selen, SD).

Both students are satisfied with the task they are to accomplish. They are motivated because they know that their voices are going to be heard by the right person. It is not an artificial task; it is a piece of authentic performance. They have become aware of the fact that there is something fishy in the textbook: a discriminatory act; the students have realized that the pictures are selected with bias. They want to dig into the problem and tell the author what they perceive is bothering them.

For the module on technology the teacher employs one of the CL strategies; alternative text. This time the alternative text is a radio channel. She hopes that the students to listen to this radio channel so that they can get involved in the task she will expect from them for the creative action phase:

I gave them some info about Açık Radyo, an alternative Istanbul radio channel which broadcasts news far from the mainstream, and told them that there is a 10-minute programme in the morning that discusses change.org news and reports about its successful campaigns and the ones that still need signatures. I suggested they listen to this in order to have more info about change.org before they start their action campaigns (Müge, TR, Mod2).

The reflection of the lesson can be read from the teacher notes. The teacher has given the student full responsibility of their own campaigns. She has not suggested any topics as she would like to see their understanding and interpretations of the students of her module on technology.

Today's CAP was about taking action via change.org. I had hoped and expected my students to link their campaigns to my lesson about sweatshops and social injustice, but still had not directed them in any way because I left the outcome of this phase open-ended and shifted any responsibility from my side to the students in order for them to take responsibility for their own learning (Müge, TR, Mod2).

In the way she treats the task indirectly and gives away the “control of knowledge and literacy” she in fact hands over the “hegemony” to her students so that the

knowledge of students is affirmed and validated (Wink, 2005, p.45). She goes on explaining what the students chose for their campaigns and how interaction developed among students and how new topics emerged during the presentations:

Arya, Eda and Deniz's presentation was about the building of a shopping centre in the city centre, which could be used as a recreational area. Gezgin had created a campaign to abolish censorship. They introduced their campaigns on the computer via projector to the other students. Arya asked Gezgin to redefine his campaign because it was not clear which areas it included. Some suggestions were made and I reminded them that there already was a campaign 'internetime dokunma'. I asked the students to discuss in their groups what areas should and shouldn't be censored by the government (Müge, TR, Mod2).

The in-class collaborative discussions on these campaigns have led to other presentations, campaigns and even blogs later on. Students have carried their own individual or group interests further on their own. Some of these issues have turned into a pursuit of personal interest and development (RO, Mod 1,2,5).

In the module which is based on education, the topic is handled in terms of World Englishes by CL. The teacher gives a letter task for creative action phase. The task is explained in detail by her own wording:

Many course books which are published for use in overseas countries have a native speaker approach which idealizes only standard forms of English and thus demotivates learners who are unlikely to achieve native-like fluency. Write a letter of complaint to the editor of the course book you are studying this year and tell him/her how you feel about this issue (Hatice, TR, Mod6).

And she goes on writing her reflection by stating “here are some sentences from the students’ letters to the publisher”:

‘As a nonnative speaker who is trying to learn English and using your book, I always listen to people who are native speakers and have a British accent. Because my mother tongue is not English, I will never be able to speak like those people in the book and it discourages me. I am sure that there are lot of people like me. These books should include more nonnative speakers and different accents to motivate us.’

‘Since English belongs to the whole world and two billion people speak this language, it is not possible to standardize it’.

‘Students should learn different accents to avoid difficulties to understand each other in the future.’

We are students who are studying in Turkish schools. This situation is annoying to us. We need to learn English as a global language’ (Hatice, TR, Mod6).

It is interesting to discern that the teacher has made some notes on what the students have to say about the textbook and its perspective. This in fact is a sign of valuing the voices of the students. In addition to this, from the excerpts it can be understood that the students have interpreted and internalized the meaning of English as a global language and their own position and expectations as nonnative speakers.

This last phase of CL especially has helped students become engaged, active, critically thinking citizens; that is, subjects who can participate as decision-makers in the organization of their socio-cultural realities (Freire, 2000; Giroux, 1993). This student summarizes what CL means to them:

When I first heard that we were going to do some projects I was happy and then when we started I got even happier. We were doing more than what the book said and I was impressed. This was going directly to the source of the problem. For instance, working on the betterment of the on-campus physical conditions. We did not only discuss it in class but went out directly to the campus to work on it: we went directly to the municipalities, and conducted interviews. They were all so real. We went to the organic bazaar. We had some conditioning beforehand but we went beyond that over there. We had realizations and I was affected (Eda, SPostI).

Also, teachers have attained the opportunity to challenge the purpose and meaning of the school curriculum by giving students a chance to extend beyond the classroom borders, and have given them the role that they might play as cultural workers so that they could discover and carry on new discourses where the principles of human dignity, liberty, and social justice are absolute.

To sum up, these modules for the study are the ones in the textbook that the preparatory school curriculum encompasses. However, the participant teachers of this study employed CL phases for these modules and since these phases are

dynamic and endorse critical discussions and analyses that go beyond the text, the teachers and even sometimes the students became engaged in CL strategies during tasks and projects.

5.4 Traces and hopes for transformation: Why not?

The dynamics of the CL classroom have been discussed in the previous section. The six modules - success, technology, leisure, environment, food and education - are interpreted by the participant teachers first and brought into the class with critical issues rising from them. These issues have been questioned, analyzed, reinterpreted and possibly reconstructed by the whole class during the CL phases. Both the teachers and the students have raised many questions, faced many challenging themes, made use of different materials and accomplished many tasks. It can be inferred from the comments and excerpts that students learned from many perspectives, contemplated on the issues, frequently enjoyed the work they were involved in, and shared their experiences with each other and others outside the class.

When involved in CL for this study the teachers made use of numerous examples of texts and these texts created many discussions and tasks. These texts supported the four dimensions of CL by Lewison, Flint and Van Sluys in this study: disruption of the commonplace, examination of multiple viewpoints, focus on sociopolitical issues, and action steps for social justice (as cited in McLaughlin & Devoogd, 2004, p. 54). As McLaughlin and Devoogd (2004) suggest “it is not the reading of these texts that generates critical consciousness but rather the critical analysis and discussion in which we and our students engage” (p. 54). It is the in-

class discussions with examining and probing, exploration of the issues with given tasks that refine the critical awareness and encourage the students to look at life situations from a critical stance. The excerpt from student Zeynep explains her thoughts and opinions of the CL tasks:

I think in each task and each time something else was uncovered. The clearest of all was the organic bazaar. We went there and I realized what we really saw was that people have different economic levels, there is a separation, and even the bazaars can be an example of this. This was a sociological work, although one would think what is it got to do with English, we used English to complete the task, translating and presenting what was under the cover (Zeynep, SPostI).

Zeynep explains that the CL work was not only raising awareness of different issues but also creating opportunities for the students to improve their English with various tasks and activities.

Selen shares how the critical awareness affected her self-esteem and explains what the transformation means to her:

More consciousness brought more confidence. I believe I am doing the right things for the environment, collecting litter, warning others. Those topics on environment and success have changed me a lot. I can give the submessage of a topic now; I can talk about different things (Selen, SPostI).

These two examples indicate that the study was perceived as a “sociological work” where the students “used English to complete the task, translating and presenting what was under the cover”. This eventually led to “more consciousness” that “brought more confidence”. This last section of the chapter is divided into two parts which detail what these above exemplars actually mean. The first part is related to the meaning of English in CL context and the second part is about the critical issues that emerged from the CL classroom.

5.4.1 English finds a new meaning

It has been already discussed in a previous chapter that English at Preparatory Schools in Turkey has curricular issues which are related to unsettled language ideologies. Preparatory Schools differ in curricula strategies; they have either English for General Purposes (EGP), or English for Specific Academic Purposes (ESAP), or English for General Academic Purposes (EGAP), or even a mixed EGP-EGAP language curriculum. These schools also differ in the way the curricula are implemented (TEPAV, 2015, p.74). However, most of the schools make use of British or American international textbooks and according to the research conducted by TEPAV(2015), teachers do not add more to what is written in the syllabus. Also, it has been confirmed with different research (Kırkgöz, 2009; TEPAV, 2015) that students feel demotivated and unsatisfactory to what is trying to be accomplished at Preparatory Schools. However, what this study proposes with CL makes a difference in attitudes and feelings of students and teachers from what the previous research claims. With CL, new possibilities in English are introduced and acknowledged by both students and teachers. Therefore, this part of the study explores how English finds a new meaning within the student, the teacher, the text and the proficiency dimensions.

5.4.1.1 Student dimension

In a former study when preparatory students are asked how useful they feel their English classes are, the usefulness is perceived to be fairly low (Kırkgöz, 2009).

One of Kırkgöz's students comments on the relevance of the writing component of their course at Preparatory School is as follows:

...writing activities should deal with the materials closer to university level classes. I did not find the content of the programme academically interesting. We were asked to write short essays on general topics. When I started my department I encountered many difficulties in producing writings as required by lecturers. I wish I had more challenging writing tasks, such as research oriented projects (p.89).

This extract from Kırkgöz's study emphasizes the irrelevance of the writing tasks and their disheartening influences on preparatory students. Moreover, the student in Kırkgöz's research points out that projects are one way to make the tasks more relevant and interesting.

The participant students of this study approach the necessity of projects in a similar vein. In contrast, when they discuss the importance of research-oriented writing, they stress how CL has influenced their English writing and research projects in a constructive way.

I become more self confident in the second term. I could speak English more fluently and gave clear answers...All these projects contributed to my English. I can speak better. We translated advertisements and I remember saying "Gosh, I translated all these!" and then wrote a long commentary on the subject. And I said to myself "I can do all this in English" (Selen, SPostI).

I was happily involved in the projects. I had good presentations, I improved a lot thanks to the presentations. Because one expects all sorts of questions, one needs to get ready. Also, one needs to concentrate and have confidence. So my English improved (Arya, SPostI).

Once given the chance with CL, students learned the significance of research, and were able to search in detail from manifold perspectives. Hanzade considers the probing aspect of research in her account:

I can talk to the people easier now. I also become more research-oriented. I do not believe everything said so quickly any more. In the example of organic bazaar, I learned the importance of research. Not everything that is written on the Internet or else is true. We need to do more research (Hanzade, SPostI).

Eda seems to be ready for her departmental courses and she expresses her feelings about the work, and the projects she did using the language at all times:

I felt different from other prep students. While I was working on the computer, figuring out things in English, I faced many surprises and reactions from different people. They asked if I was not studying prep. I explained what kind of projects we were involved in and people said “wow”. I felt different, good, and I felt I was ready for my department classes. My brain was working, I knew how to approach things. And that we did all these in English. It was so important to me (Eda, SPostI).

‘Real experience’, ‘learning by doing it’, and ‘living it’ are key words coming from the students’ accounts. Students have not only acknowledged the importance of research but also did research and fulfilled tasks with their own aspirations.

We watched different videos on English varieties. We learned lots of new vocabulary and made use of this while we were writing to the editor of the book. Such activities helped us learn new words and because we wrote to a real person, what we learned become real (Muhittin, SPostI).

We learned English by living it, experiencing it. Did presentations, writings, discussions (Göze, SPostI).

The teacher Müge has also observed the change in student kinds of writing due to CL. She mentions the significance of research and leaving the floor to students for topic choice. She expresses her experience with CL and writing relationship in the following excerpt:

I have been teaching for about 15 years the same way. But with the prep school I never did something like this...probably the new thing was trying to integrate such a thing into the prep school because prep school syllabus, curricula has always been very rigid, grammar based and academic writing based. But this time the good thing was more investigation. The more you do on a certain topic, the better you can write. And that was it actually the result of their writings. Because the last writing was about the reasons for something and the solutions. It wasn’t very academic style but I changed it a bit to an academic style and I left it open to the students. They could choose the topic, reasons for racism, reasons for different things and I left it to them. And you could see the results. They had lots to say about this. CL actually is a large contribution to writing. Before it was “what do you think about the environment?” I mean if you have not read anything about environment what can you say? So it goes more to investigation, they have to do more research and if they do more research, they can write about it. They had lots to say (Müge, TPostI).

TEPAV mentions some important findings on lack of interaction, speaking and group work in language preparatory schools (TEPAV, 2015, pp. 90-91). The main limitation of the lessons observed in TEPAV's study is the lack of opportunities for students to speak due to several reasons. Some of these reasons are considered highly important because that have many implications. For instance, students have little opportunity to practise their speaking skills provided that the dominant interaction pattern is teacher-student rather than student-student relationship. Also the findings of this study confirm that students come from a foreign language background that is based mostly on a teacher-centered approach and the lessons are not so much in line with communicative approach where student centeredness is the main focus.

In CL lessons, however, the preparatory students are given the opportunities to be on the same ground with the teacher. This is because teaching is not seen as a one-way give and take but it is reciprocal. Students can learn from the teacher, from each other and the teacher can learn from the students when it comes to sharing experiences and thoughts. Here are some examples that prove the relationship to be on a more equal basis:

The first term was more of a teacher-student relationship. We were following the curriculum and the textbook but in the second term it was different. We discussed issues on a more equal basis, it was not student-teacher any more. We got to know about our teachers in different ways (Melissa, SPostI).

I liked both teachers from the start. Yet the second term was like more information exchange period. I mean what they knew and what we knew became important and beneficial. We reflected about our experiences. If they hadn't listened to our stories, I mean if they acted as they did not care about our opinions: we would really have had hard times. They tried to put themselves into our shoes; they had this kind of an empathy. I mean if you consider our education system, it is really rare to see such an attitude from teachers (Eda, SPostI).

According to TEPAV's other findings on preparatory schools, lack of interaction in classes creates passive students, both in their preparatory year language classes and in their undergraduate programmes. The findings also explain that when students' opportunities to contribute actively are restricted, students lose interest in the lessons and thus this situation reduces their intrinsic motivation (TEPAV, 2015, pp. 90-91).

Nonetheless, when the preparatory students were asked about their opinions on interactions in class, they expressed how their viewpoints changed due to CL tasks. Preparatory class has become more enjoyable and language learning has become fun for Hanzade:

Preparatory school became enjoyable, and language learning became fun. And because we participated in outdoor activities, what we learned in class stayed in our minds. For example, one day one of us was talking about some topic we did in class but most of us had forgotten it; however, when somebody said organic bazaar everybody knew what that person was talking about (Hanzade, SPostI).

Interaction takes place when there is genuine listening on both sides so the students actually pay attention and can also contribute. Su has come to the conclusion that when there is respect and understanding, real interaction happens and that's how students are encouraged to speak, and express themselves:

The projects were about learning to respect other people's ideas, choices, and opinions. Before this, I had some prejudices about certain things; I mean there was a tendency that if it was something at a far distance, metaphorically speaking, it was not there. But after this term, I now know things, various opinions and beliefs exist and we need to know them, and respect them. Apart from this, I really couldn't express myself that much before, I felt nervous. I felt as if they wouldn't respect me. But with these studies I realized our class members respect each other, listen to each other (Su, SPostI).

Less reliance on textbooks, has also brought more interaction. Projects and tasks seem to have provided the interaction and motivation needed:

We had motivation in the second term. If we only had focused on course books, we wouldn't have had such interaction. Due to the projects, we learned each other's opinions, listened to each other, and learned from one

another. There were different discussion points. We had a more critical class environment (Melissa, SPostI).

When the means are found so that students are able to contribute actively in class, it is observed that students can gain interest in their lessons and their intrinsic motivation can increase. When asked the teachers what motivated their students the most, Müge replies:

Actually doing field work. I mean anything that is outside the classroom where they can experience things themselves is a big motivation and we should do it. Unfortunately, our preparatory schools's curriculum doesn't allow it so you have to use your own time and whether the student is ready to use his or her own time is another thing. Anything outside the class and things they have to investigate on their own like the municipality work, is fun for them; they enjoy it. I could say most of them were into it (Müge, TPostI).

The other teacher Hatice details her experience with CL class with a comparison of the first term and also of her former years. She discusses the changes she has recognized:

They became more motivated in the second term. They spoke more, paid more attention. When compared with my previous years, the student motivation decreases normally in the second term - but this time it was different. It increased. They were involved in their lessons... especially some really changed mannerwise. I could easily name Arya, Su, Melissa, Deniz, and Zeynep. Their contribution level changed; they became self-confident, trusted their teachers, their relations with their friends changed, and they learned from each other. They were encouraged to speak out about their opinions, and because the topics interested them more, they needed to say more. Even their attitudes have changed; the way they looked at me in the first term and second term or the way they acted during the class changed for the better (Hatice, TPostI).

From the comments provided above, it can be understood that it is not only English-wise that the motivation and contribution has increased but also the balance between teacher-student relationship has changed for the better. These changes have been supported with many other exemplars from the study.

5.4.1.2 Teacher dimension

Numerous ELT teachers employ a functional understanding of language in their classes (Pessoa & de Urzêda Freitas, 2012). These teachers understand language as something that is apolitical and ahistorical: lacking any moral, cultural or ethical character. CL puts forward that teachers can never be neutral since it is possible that certain attitudes towards society, personal preferences, understandings of power relationships are revealed to students through interactions with them. Like all knowledge, ELT is ideological, political and ‘interested’ because it is socially constructed and it represents the interests of certain people in positions of power (Canagarajah, 2008; Pennycook, 1989). In this study as well although the participant teachers try hard to balance power relations, they realize that they can come forward at certain times as Müge explains and may overwhelm the students with their own knowledge, or as in Hatice’s case can expect miracles from the students.

Müge discusses her situation in the module on the environment where she couldn’t stop herself and ‘vomited’ her thoughts on the issue. She felt she was in control of the issue and confesses that she was the talker and the students were the listeners:

I remember that time when I stopped making my students participate and started talking about my environmental issues. On that day it was like I vomited my thoughts and I think I wrote that down as well. It was like they were just listening but I thought “now you have become the talker” and normally I shouldn’t be speaking that much but on that day yes it is an issue for me and it’s an issue you run against the wall and not much can be done about and that day I said there should be government implementation for these things. It is not like acting politically correct and then the government doesn’t do anything...I probably talked for 20 minutes...That was a time when I felt strongly and I had to talk about it (Müge, PostI).

Hatice acknowledges that transformation is a gradual process; awareness needs time, and patience:

I thought they would get really involved and react fast. I really had high expectations. But then I understood it is a matter of process, bit by bit, a gradual transformation. I had not understood this at first. I expected serious transformation from all (laughter). We are doing all this stuff and what will happen. They did not all react the same way of course. I realized sooner or later this is a matter of awareness; it needs time. Slowly but surely awareness is raised (Hatice, TPostI).

Canagarajah (1999) suggests that CL involves one's identity and relationships in the educational experience and as everything is value-laden, knowledge becomes a changing construct that is negotiated between teacher and student. This negotiation can be realized with building trust between partners. As the teacher Müge puts it, with CL, sharing experiences and building trust becomes a part of this language education process:

So sometimes again I make a remark about myself, keep it short and if they ask me further questions, I answer it. I wouldn't keep it a secret from them. I mean if they ask me a question, I answer. It is about honesty. If you don't share personal experiences with them you can't expect them to share theirs. It works two ways (Müge, PostI).

And she goes on with the description of the mutual rapport :

Yes, the relationship was warmer, closer. Also, it depends on trust. It's like you can't judge a person just by seeing whether she or he is trustable or not. Later on, depending on what you do, they might trust you or distrust you (Müge, TPostI).

Hatice's quote explains how knowledge can be negotiated when there is belief in the teacher:

I observed the difference. They build up more trust towards their teachers in the second term. Because we encouraged them by saying there is no right and wrong here, they spoke up (Hatice, TPostI).

The teachers have had lots of comments on the lessons and about the students according to their observations. They also have their own self-reflections on how they they felt and what they experienced while they were doing their lesson plans

according to CL. Müge explains that it is not so easy to prepare for a CL lesson because the topic has to be challenging, the material needs to be interesting and questioning. And the teacher has to be able to transfer emotions, and make the students feel empathy towards the issue. This is what she says:

Of course you have a hard time because a lesson should be stimulating and interesting and it is your job to do this. And in order to do the lesson that way you have to be creative in a way. I didn't think I was very creative but then again probably it is my personality sometimes; it is like when you are enthusiastic about a topic, you may transfer this to the students. I sometimes had the feeling that they liked it most of the time and that whatever I brought in as well as having technology in class videos and YouTube is very useful. You are not just explaining things; you are showing them. The video about environment I think was very straightforward but still very impressive. It was one of the nicest videos I found and that was one of the last modules I was going to teach and I had a harder time because ok I am teaching in the same way like the book. That's why I wanted to change it (Müge, TPostI).

Hatice also puts more effort into preparing the material but she also has learned a lot from it and when she starts questioning the mainstream texts in the textbook she becomes more excited and thus motivated:

I thought carefully while preparing the material and the questions. I tried to think in more detail than I usually do. Indeed, we think about things but do we apply them. Do we give importance to them, no. But here while preparing the lessons I couldn't say I didn't enjoy it. While preparing for the module Success I really got excited. When I discovered the cover picture to be a blond man, I mean I myself had not thought about it beforehand. And when I started the questioning process and looked at the material from that perspective, I was able to trigger the students to think critically, and I got really excited (Hatice, TPostI).

The teachers comment that they learned from in-class discussions and from the students themselves. When the commentary is analysed, though, it seems that both of the teachers were not expecting some students to contribute into critical discussions and were surprised to see their engagement. Müge expresses who surprised her and to what extent in the in-class discussions:

What I have learned from students is that judging from the expression of the student you can't really say anything. Some people are very shy; they have no expressions. Some are very outgoing. So the idea of keeping a diary was very

good. What I can say is that this project has raised awareness and actually some clever students learned to adapt and maybe also learned how to be politically correct because I was surprised that Metin Ali was in the gender group because I didn't think that Metin Ali is that liberal about these things. Also when I asked a question like, "What would you think if your son was gay?" they all had politically correct answers. If we hadn't done CL the answers would have been different. They were all like himm this is a gender issue, the answer would be this; even Muhittin gave moderate answers. That was a part of transformation. They learned to adapt about being politically correct and what is socially acceptable (Müge, TPostI).

Hatice waits for 'expected answers'. However, she becomes shocked at some responses and learns students can become really critical; more than she would imagine:

When I got answers I expected from them, I mean the way I would answer the question, I liked it. I got really surprised at some students. How come they could be so critical at this age? Göze, Eda, and Öznur shocked me at times. I never expected such a capacity from them. I said to myself that they are so young. But then I thought that everybody can be critical; it is not a matter of age. That's what I learnt from them (Hatice, TPostI).

It is important to discern from the findings that transformation and empowerment do not happen so fast, neither to student nor teachers. Teachers also have their own share of power issues; they attempt to give students more space, more freedom to express themselves, and ask questions. However, they have difficulty in releasing their accustomed, dominant teacher roles at certain times, particularly when they feel they possess more critical thoughts and ideas than students. This situation that teachers go through is difficult to overcome in such a short time.

5.4.1.3 Text dimension

In foreign language education, preparatory schools tend to put textbooks on a pedestal. Due to this attitude, the use of textbooks restrict the amount of variety in the lesson, limit the amount of personalisation to the students' contexts, limit

possible task adaptations to students' academic studies, restrict openings for classroom interaction, limit opportunities for technology usage, and restrict the personal initiative of teachers (TEPAV, 2015 p. 90). A foreign language class with CL, however, makes use of multiple texts as a part of its strategies. Using various texts is considered to be important due to the questioning and analyzing processes. Mostly with provocative texts, mainstream texts in this case, the international English language textbook is challenged. Furthermore, with CL the student contexts are personalized, real interaction takes place and the teacher as well as students get initiative to choose materials. As the teacher Müge perceives rightfully, English becomes a tool for the CL class and the students have a useful purpose to use English:

It comes down to learning English again but the language - you realize - was just a tool. So that actually gives the students a purpose. If they have a purpose and then they work towards the purpose, the language becomes a real life tool. Normally when we teach them English it is not real life and you have to teach them certain grammar points which they cannot comprehend at that time why they are going to use it. What I liked about CL was that they actually had to use their English. Even if it wasn't very good at times, it was fine because the message came across (Müge, TPostI).

Hatice explains how CL phases and the materials that supported these phases contributed to students' English. She also declares in her extensive quote that "the idea of reading texts has completely changed for me" and that CL has opened her eyes to new things:

First of all, going beyond the descriptive phase by any means in any reading has motivated the students. And what has that motivation provided them? They did speaking activities, discussed topics, and they wrote down ideas. In my opinion, CL contributed to their English; it increased their proficiency. Because we need motivation in language work, in language learning, I can definitely say that the lessons become more joyful. It was important to see the big difference between remaining in descriptive phase and implementing CL, it opened my eyes to new things. The idea of reading texts have completely changed for me, I will definitely go on doing CL in my classes (Hatice, TPostI).

The class is not text-blind any more, they have learnt to see beyond the text.

Moreover, students can take charge of their own material. The teacher persuades students to bring in their own materials during the creative phase:

They were quite into it; we were all motivated. It was actually the first time we weren't focusing strictly on the curriculum and they did their own stuff; I let them do their own stuff and they did a good job. It wasn't what I had expected but let them do it and it was still a very creative job. Things I have never dreamt of (Müge, TPostI).

The students are involved in the material finding and sharing process:

I did so much translation in these projects, it really helped my English. We presented everything in English. We had in-class discussions, talked about what we found out in English. It becomes so meaningless to speak from the book, we don't want to speak at all then. If we do our own research, then we talk (Melissa, SPostI).

The idea of text changed with the implementation of CL for the teachers as well.

With CL the Hatice discovered the meaning of the hidden curriculum and how texts were written accordingly:

Because I read about Critical Literacy, it really helped me. I never did anything like this in my lessons; I never questioned the material and posed problems. Maybe there were things that I sensed but never thought in detail or implemented action. I learned about the hidden curriculum and the texts from CL. I mean I tried to look into the text from a different angle after I read CL. But I must have had a potential to look into things but I really never thought about it. It excited me. Now when I read stuff it is different; it has made a grave new contribution to me (Hatice, TPostI).

According to TEPAV (2015 p. 90) results of Preparatory Schools, the strict following of the textbook is a departmental requirement in some cases, especially where the curriculum unit is in charge. Then in focus groups, teachers frequently mention feeling happiest when their departments let them adapt the materials or introduce their own materials into lessons. Likewise, in this study the teacher Müge expresses an interest in CL lessons because she can bring in the material she wishes.

She is satisfied with the lessons as they become more thought-provoking unlike the lessons with regular textbooks that have foreseeable texts:

CL lessons were more interesting because the students had to investigate and do something. A book becomes predictable. This is always the case. After the third unit, now there is a warm up activity, now comes the grammar, now listening. Even for us it becomes very very predictable and boring after a while. CL lessons are open-ended they are much more interesting. I mean letting the students do and see the outcome (Müge, TPostI).

She adds that the material she brings in is just a stimulus and she expects the students to contribute more actively and critically into discussion groups. Not only the material but also the students stimulate one another:

Yes, but CL materials were meant to be a stimulus. Further thinking should come from the students. Just popping a question and seeing what comes out. Asking too many questions I don't think is worth while. It is overloading. I realized they liked discussing real to life things when I put them into small groups; they really whole heartedly discussed the stuff. I mean even the weaker ones. I had that impression (Müge, TPostI).

Commercial materials are technically superior to teacher-made materials since they are grounded on a more systematic and carefully developed syllabus. Additionally, for both teachers and students textbooks provide a map providing a sense of coherence to the lessons (Richards, 1998). Nonetheless, textbooks can lead to 'reification', which refers to the unjustified attribution of qualities of excellence, authority, and validity to published textbooks. Reification of textbooks as Richards (1998) argue results in "teachers failing to look at textbooks critically" and teaching according to what is recommended in the textbook and assuming that "teaching manual are superior and more valid than those they could make themselves" (p.132). In this study with the involvement of CL, the teachers and students develop a critical eye on the mainstream textbooks and reification of textbooks are possibly prevented.

5.4.1.4 Proficiency dimension

CL is practiced in classrooms in many subjects and in different levels. However, research that explores CL in English as a second or foreign language classrooms remains scarce. There are scant studies that center on development of CL; however, these studies do not give explicit attention to language skill development (see, e.g., Burns & Hood, 1998; Kuo, 2009; Wallace, 2003). Huang's (2011) study is important in the sense that it discusses students' perspectives of CL in relation to language development, focusing on what CL means to them, how CL helps their reading and writing, and how their English as a foreign language literacy improved as a result of the conscious reading that helped them uncover hidden messages and consider multiple perspectives.

In this study, the English proficiency of students is discussed both by the teachers and the students by examining the development of language skills at the end of the academic year.

Firstly, it is noteworthy to state that the participant teachers have their opinions on 'proficiency'. For instance, in the following excerpt the participant teacher first expresses her ideas about getting proficient in English. The degree of what is learnt is a matter of perception for her. Moreover, the situations where everything runs lightheartedly is important for her. She explains that overcorrection makes students tense and she believes that students need to experience English themselves rather than "being told by a teacher what is correct because then they forget". For real proficiency improvement, students need awareness of what, why and how they learn English:

First of all, they became aware that English is a tool not a means to an end; it is a tool and if they can't use this tool, they won't get the message across.

Sometimes their English was not really enough but still they tried to express themselves; at that phase when they did their presentations on municipalities... We did the correction in the class and everything went lightheartedly. It wasn't a situation where they would get tense. So probably raising awareness about their English is best done during the presentation when they actually make the mistakes and you may correct it rather than overcorrecting things beforehand. The presentation is perfect maybe in terms of English but then it is not their product and it is like you have overcorrected things and I don't like overcorrection to be honest. And some might have realized they need more English, more vocabulary, and better use of English. It might have helped in this sense. The learning process is a never-ending correction process. I mean you learn something and then later on you understand what you have learnt is not a 100 percent correct; you recycle it, change it. I think they should experience it themselves rather than being told by a teacher what is correct because then they forget. And real life experiences helped them learn too. They had to use their English (Müge, TPostI).

Besides describing what the language learning process means to her, the teacher also mentions the importance of real life experiences and how students have to make use of English in order to explain their own stories.

When the participant teachers have inquired about the relation between CL and their English usage, they discuss their thoughts about the students' English proficiency level with CL work. Müge has perceived that the students have done 'a great job' in English:

Again we shouldn't be talking about perfect English. It is about whether they can get the message across, can they read, investigate things, transfer them into English and give a presentation. And in terms of that yes they have been very successful and they did a great job in my opinion (Müge, TPostI).

Hatice compares this class with her former ones in terms of research, presentations and the students' learning strategies. She describes the need of English usage and how students are involved in the language in order to express themselves, and the tasks they are to accomplish. She calls this situation an active state, while referring to her former students as being in a passive state where real learning could not take place. Here is her quote:

In my former classes it was really a rare occasion to do research or presentations. The students' usual method of studying is to read and list vocabulary. This study, however, contributed to their language learning process because even if they searched for something in Turkish they had to present it or express it in English. In order to use the terminology, they researched a lot, studied a lot, came to me and asked me as well, they wrote their own texts and dealt with how to say things. These were all a serious motivation factor for the improvement of the language. The creative phase in particular was a huge contributing factor for language learning. They did some things by themselves, and tried to express their thoughts in English. It wasn't a passive state; it was an active process. They tried to use what they learned. It contributed a lot to their language learning process (Hatice, TPostI).

Merely exploring the potential of CL implementation from the teachers' perspectives is not adequate to provide a holistic picture of its implications for English as a foreign language learning. The participant students have ideas about their proficiency level and how they got more proficient as well. One student expresses that she got better grades due to CL projects:

The more I spoke the more motivated I got. We discussed consciously; we were motivated because we had tasks outdoors like going to organic bazaar. The syllabus and the course books were the same but the projects made a difference. The projects pushed us forward when compared to other classes; I mean our grades were even better (Öznur, SPostI).

Another student, Eda, elaborates on how she has improved her speaking, listening and writing skills due to CL tasks. In particular, CL has provided her with an actual progress in English and it has created self-esteem and critical awareness:

I believe speaking is related to self confidence and thanks to the study we have that self- confidence. Of course it is not possible to speak one hundred percent correct. But I know that is not important either. We go on as we speak. Now at least I realize when I make a mistake while speaking. I know I have improved both in speaking and listening skills. And when I first started writing essays, I felt like I was in the middle of a huge sea. But now I can think and write more analytically (Eda, SPostI).

Not only can we infer from the ideas on student proficiency from students' interviews and diaries but there is one document that directly comes from the exam. The last achievement exam of the preparatory school includes a bonus question; that

is, the question is optional and it is an opinion question. It is questioning whether there is any sexual discrimination in the text and whether the author of the text is biased or not. Although it was not required that the preparatory school students reply to the question, the results indicated that all the participant students answered the question.

The students have rationalized why they have answered the question. Most have agreed to answer it because it was covered in class (Kenan, Muhittin, Selen, Hanzade, Deniz, SPostI), and were already aware of the issue (Eda, Muhittin, Göze, Sevda, Behzat, Zeynep, SPostI) and in-class questioning of topics (Zeynep, Melissa, Selen, Metin Ali, Öznur, Gezgin, Göze, Yavuz, SPostI) influenced them. Two students point out they have changed in analytic thought (Melissa, Su, SPostI) and several say they have become more critical (Melissa, Öznur, Arya, Sevda, SPostI) and that is the reason why they have answered the question. One example to the in-class questioning is as follows:

I answered the question due to the critical work we did in class... I started getting suspicious of commercials and what was being said in them after in-class discussions on “who says, why, what is the point, are there other points”. For example, a commercial on dishwashers said “easy use for working women” So what does that mean for women who are not working? That’s what I started doing. Questioning (Zeynep, SPostI).

In this case, critical questions have improved Zeynep’s understanding of a text through dissecting and analyzing the contents. Later on, her questioning enables her to analyze other texts, like the text in the exam, critically.

One student openly makes a comparison in answering the question between being in the CL class she is in and the rest of the preparatory classes where she also has friends:

I would have given a different answer to the bonus question if I wasn’t in this class. My sociology friends from different classes, found the question

nonsense but we are not thinking like them anymore. That question had a meaning (Duru, SPostI).

Another student considers the hypothetical situation of her not being in the CL class.

She also explains how much her understandings have changed due to being in that specific class:

I am thinking of how I would have answered that question if I were not in this class. I wouldn't have understood the question. I used to avoid answering social questions. I had difficulty in answering social issues. I couldn't make sentences. But now I do realize that my social side has improved a lot. In high school I could not comment on issues but now I say 'oh that's the question, let me talk about it'. I couldn't even dream of writing essays in English. Now we do write them (Su, SPostI).

Both of the above quotes display that the students are satisfied and motivated to be in the CL class. They have learned about social issues from different perspectives and this learning through discussions enabled them to attain a better skill usage. Deniz's excerpt also supports a similar discussion:

If I weren't in this class, I would have searched for an answer but wouldn't have come up with one. I would have easily said that it is unbiased. I remember writing that some jobs such as engineering and medicine are linked more to men by the author. That's what I thought (Deniz, SPostI).

From the student's quote it is understood that not only does CL enable her to understand an issue from different perspectives for English students, but dealing with critical questions in class also results in better comprehension for them. Not only comprehension but also the students' use of the language have progressed, they even search for meanings in punctuation marks:

I realized something from the exclamation marks at the end of the sentences. There were exclamation marks at the end of the sentences related to men. I thought it was done on purpose so that we would realize the difference. I thought maybe the author was a woman and she was trying to point to the discrimination (Arya, SPostI).

They are able to comprehend the main idea very quickly:

The tasks and research helped me improve my English a lot. Whenever I see an article or a long piece of writing now, I can understand the main idea very

fast. I read books, and enjoy reading them (Selen, SPostI).

The students have also expressed that they could answer the bonus question due to vocabulary familiarity (Kenan, Zeynep, Muhittin, Selen, Su, Arya, Sevda, SPostI) and terminology knowledge (Eda, Melissa, Metin Ali, Göze, SPostI) from CL classes. Moreover, some students have expressed that their writing has become much more fluent and they are not afraid to write now that they can express themselves. (Öznur, Behzat, Duru, SPostI). Here are some commentaries of students about vocabulary development:

I learned at least five synonyms for a word I am searching for. Now I think of which one to choose (laughter). In answering the question, I used a phrasal verb. What we did in class was quite beneficial. And of course speaking. We did a great deal of speaking and that helped us learn a lot of words. If we had only followed the textbook, I would never have been so interested (Su, SPostI).

If I weren't in this class, I am sure that I would have written nonsense. I learned the word 'bias' from the projects we did in class. It was a good question and I was ready for it (Metin Ali, SPostI).

The following are student examples that explain their writing improvement:

I realized that I can write more academically. I can write longer and more complex sentences. I feel I can express myself (Gezgin, SPostI).

I remember using the word 'gender'. It was not in the text but because we had in-class discussions on gender, I could explain myself on the issue. I could write about gender and details on the issue (Melissa, SPostI).

Göze discusses the importance of knowing the related vocabulary for writing: Since everything is in English, I mean we have learned so many different terminologies. If I was in another class, I may not have known about gender discrimination. We have background knowledge from the class. We know vocabulary related to it. (Göze, SPostI).

Most students reflect that their writing has improved as a result of tasks they did in class. They can handle different genres of writing, follow a better understanding of the writing process due to the enrichment of vocabulary, and improve in proficiency from regular practice. Several students have found that CL gives them an incentive

to write and makes writing meaningful. The CL implementation have also changed students' attitude towards writing in English.

Thus, students have become more proficient in English because they are more motivated, more critical and learn to link issues to other issues that arise and comment accordingly. They become independent learners who can find ways to improve their skills through CL tasks. They develop a liking for productive skills because they use them for real purposes and because they are using them quite often with various tasks, they become more competent particularly in speaking and writing. The students also encounter many texts from different genres and from different viewpoints which enable them to have better understandings and carry them up to a comprehension level that go beyond the text. Since they have many in-class discussions and tasks to accomplish, they enrich their vocabulary related to a lot of social issues most of which they have made use in their projects and will continue using in their academic studies in the future.

5.4.2 Life has many phases and faces

Starting from the turn of the century, few teachers within the field of teaching English have developed various approaches to teaching CL to students of English as a foreign language (Alford, 2001; Benesch, 2001; Luke, 2004; Norton & Toohey, 2004; Wallace, 2003). These studies have included the analysis of language across regional and social contexts, the influence of digital media on language production and use, and the role of race, gender, and social class in language. This study is also based on the political and social transformative doctrines of CL that focus on how the particular linguistic and social needs of students of English as a foreign language

can be met. The first part of the third section has explored how the linguistic needs are fulfilled with CL implementation in class and this second part of the third section discusses the concepts; namely, languages, genders and classes that have emerged from the student and teacher voices, their questionings, their inner thoughts and perspectives that have arisen on different issues.

Student participants of this study have encountered CL materials, questions and tasks with the CL phases the teachers carried into class. These phases have opened up new faces, or new meanings in students lives. Students express this contribution and how it has influenced their lives with their own wording. Melissa sees this involvement as a ‘life experience’ and discusses how effective the projects have been in seeing what they could not see before:

When I first started the prep class, I didn’t have much of an expectation. I was expecting to somewhat improve my English and that was all. That was my only intention. The first term passed as I expected with exams and so forth. But in the second term I understood I was not here only to learn English. I felt very lucky about it. I changed so much, my perspective, the way I look into things has changed completely. I used to be somewhat critical but these projects made me see that we are conditioned by so many issues. It was more of a life experience to me. Not only learning English at school(Melissa, SPostI).

Öznur calls it ‘thought improvement’ and she perceives that CL tasks have given the students the spirit and challenge to become activist:

The work was on thought improvement. We were already prejudiced on certain things, or we made certain things so invisible in our minds. We didn’t care about them. We didn’t realize we were made to think like that due to commercials and the system we were brought up in. These projects cleared my mind. I should have learned to think long time ago; I mean real thinking. These projects not only taught us something, they were actually teaching us how to see things, and how to be activists (Öznur, SPostI).

Teachers with CL also learn to question the school voice and the teacher voice. The school voice, when analyzed with a CL approach, can enlighten specific ideologies that structure how classrooms are arranged, what content is taught, and what kind of

social practices teachers follow (McLaren, 2007). The teachers of this study have made use of teacher voice to challenge the nature of the dominant school ideologies and they have worked with their students in a collective voice to find ways to shape and mediate school and student voices. In this way they have opened up transformation possibilities for themselves. When the participant teacher Müge is involved in CL practices, she at first has difficulty in balancing the teacher voice and student voice and she tries to control the knowledge:

Lots of answers came from the students that were politically correct and showed some awareness about what “we are told to do” such as, separating garbage and not littering the streets. I went further by asking them what they thought I was doing about protecting the environment and had been expecting a question from their side about that. The question came and my answer was a blank “Nothing.” There was a short and astonished silence, which I broke before they thought of me as an insensitive, uncaring individual who did not practice what she preaches. Somehow it was important for me not to disappoint my students. That was the start of my long speech about the environment, my disappointment in environmental policies that are either non-existent or not implemented in Turkey and my not being able to practice my beliefs by giving various personal examples and facts about other countries. That was the part of the lesson where I took over and just spoke and went on speaking with my students watching me talk tongue-tied and interested...I had pacified the students on the surface, but I am quite sure that some of them were thinking deeply and looking for a solution...I was very much involved; that is why I did not or even could not stop because what I was telling my students something I honestly did care about. I concluded my endless speech with a Cree Indian saying I put on the screen...The students correctly interpreted it because it was self-explanatory after the previous session. (Müge, Tr, Mod4).

Müge in a sense enjoys the teacher voice she finds in critical thought and thus does not realize the submissive role the students take at first. The answer she gives to the students and the position she takes is in fact a strategy that she wants to apply for critical thought but she is not aware of the fact that she urges to empower the students instead of letting them empower themselves. The other teacher Hatice also has a potential to belittle the student voice at the beginning of the study but realizes that it is a mistake to judge students:

I didn't think it was possible for students to think so critically. I mean because in the former years they never shared opinions; maybe because we never asked them to do so, but they can really think, I mean critically (Hatice, TPostI).

The participant teachers learn with CL. They “move along the learning curve to that uncomfortable place of relearning and unlearning” and they shift to new levels of knowledge which can transform relations (Wink, 2005, p. 42). They come to an understanding that students can empower themselves:

Even when a small door opens up, there is a huge potential of critical thought coming from students; that's what I saw. For example, with the organic food, slow food the students questioned the bazaar seriously. I realized there are students who could reach to the point to question the certificates of the organic foods. (Hatice, TPostI).

As presented in above quotes of the students and teachers, this study has created new layers of meaning and understanding for the participants. Most participants ponder upon some discussion area that have challenged their way of thinking on certain issues. Among all issues discussed, three conceptualizations stand out: languages, genders and classes.

5.4.2.1 Languages

Behrman (2006) explains that the development of CL encourages social justice and exploration of language and literature in many forms. Teachers can display that language can never be neutral by creating lessons that examine power relationships found in language and literature. Coffey et al. (2013) suggest that an example of how teachers can engage students in the development of CL is by examining the various dialects of the English language that are spoken in any country. These dialects can reveal the socio-economic status, ethnicity, region of birth, and even cultural influences. Their study focuses on an understanding of how these dialects are used in

speech and within texts which might help students to better understand why groups of people are treated differently based on their accents and dialects (pp. 116- 117).

In Turkey, Bayyurt (2012) works on transformative pedagogy in relation to English as a Lingua Franca (ELF). She highlights the problems in English language education policies and suggests that a new model needs to be introduced in Turkey where she refers to the necessity of ELF in multiple dimensions (pp. 306-307). One of the teacher participants (Hatice) of this study is involved in one of Bayyurt's research (see <http://teacherdevelopment.boun.edu.tr>, retrived on 02.09.2015) and thus she has carried her own learnings on ELF into the CL class with one of the modules. Being a preparatory school teacher Hatice acknowledges that Preparatory schools are one of the best contexts where ELF can be supported by CL in curricula.

According to Hatice, ELF is a transformative approach to English itself. In the light of discussions throughout the module on education, she focuses on student realization on different Englishes, and how and why various Englishes have become visible. She includes concepts like World Englishes, Standard English, native - speakerism and ELF into her lesson plan. She also has an aim to contextualize the topic with students lives and experiences so she makes use of different videos to present varieties of English in the world.

I let them watch some videos and listen to some podcast to raise their awareness of different varieties of English and lead them to question the hegemony of British and American versions in language teaching or learning (Hatice, TR, Mod6).

Exposure to a variety of types of dialectical texts can enable students of English as a foreign language to become more aware of how native and non-native speakers of English are treated differently based on their personal and cultural backgrounds.

In addition to the materials she brings into the class, Hatice prepares many questions for the critical phase as she has knowledge on the concepts she would like to discuss in class.

My purpose of asking them the questions above was to encourage them to question the concept of native - speakerism and object to standardization in teaching (Hatice, TR, Mod6).

Because students of English as a foreign language are frequently discriminated against for speaking accented English (Lippi-Green, 1997), critical analysis of non-standard varieties of English in these classrooms can result in transformative discussions around issues of language and power that extend beyond the classroom. Göze makes an important point when she says “we think there is only one right” and expresses how power relations are imbalanced due to textbook English and how students can in fact gain power and thus gain self-confidence by establishing a new understanding of English:

I enjoyed the module on education very much. Normally you do not understand native speakers one hundred percent. But this way of looking at the English language motivates us. We try to imitate what is in the textbooks-- those listenings. We feel bad at times because we cannot pronounce the word right, since we think there is only one right. It decreases our self-esteem. I mean am not so bad in self-confidence but this is a more supportive way of analyzing the language learning. Nobody speaks perfectly; there is no perfect way of speaking (Göze, SPostI).

Coffey et al. (2013) suggest that the value systems presented in textbooks mostly represent the dominant groups in society. Therefore, the teacher helps students to enter the world with a more critical eye towards different videos. Metin Ali and Su elaborate on the videos and express their feeling of relief in watching different Englishes:

I was there when we watched a video on English varieties. There was a professor David Crystal; I do remember him. It was a good discussion that day, we heard different Englishes and how people communicated with different Englishes (Metin Ali, SPostI).

We watched some videos on non-native speakers of English. I felt relieved. I understood that I was speaking okay. I was understood. And that was it. I do speak good enough; my English is way better than I expected. My English was terrible at high school; I was afraid that I would fail the prep class too (Su, SPostI).

The discussion on the language is opened up in other lessons and is transferred to other domains as well. The students internalize the subject and carry it on to the other teacher Müge who claims in her own class hour that words in English should be pronounced in either British or American accent. While she is giving examples, the students interrupt her and explain what they have watched in the other class about World Englishes. The researcher writes:

The interesting thing is that the students shared their experience during the in-class discussions on World Englishes with the other teacher when she was trying to teach them the difference between American and British pronunciations of words (RO, Mod6).

One student explains that she learns the subject from class friends because she was absent. She even stresses her own opinion on the topic and realizes the similarity of the policies of English throughout the world to the ‘colonization mind in Turkey’:

I wasn’t in class when they covered the module on education. But my friends told me all about it afterwards. They shared what they did in class because they were impressed by learning about different Englishes. What is meant with that discussion is that English was once spread by colonization. And the world was forced to use American or British English. Quite like how English is taught to us. In fact, we have the same kind of a colonization mind in Turkey. It used to be that in Turkey Kurdish people were forced to speak only Turkish and no Kurdish. Similarly, the British forced people of different countries to speak their English accent for years (Melissa, SPostI).

For Arya the CL experience on language becomes an issue of identity. She is happy she can express her ethnicity and her language in class and she feels her voice is promoted and valued:

I was talking with my mother the other day. I was talking about my teachers and said they know that I am Zaza and she got surprised and asked how come... We used to say we were Turks because we were ashamed of being Kurdish and the language, but here now I do not feel ashamed any more. I have a friend in Istanbul University who says she wants to come to my

university (she laughs) ... People err my friends they get surprised because there is preparatory concept in their mind. But we have a different prep class. (Arya, SPostI).

Cummins (1989) argues that “unless we ourselves are empowered, we cannot be involved with any other processes of empowerment. To be voiceless is to be powerless. If we view ourselves as helpless, we are.” Arya and many other students can find their voice in CL. Moreover, they can question the language policies of their own context, and the country they live in:

We were talking about standard English; why and how it becomes standard. And then Özlem gave the example of how she enjoyed Indian English. I do remember that. And I thought that is what happened to Turkish. We have Istanbul Turkish, and we actually have other Turkishes but people simply ignore them; look down on them. Istanbul Turkish is the one that is taught everywhere (Öznur, SPostI).

To sum up, an observed characteristic of preparatory school curricula in Turkey is to employ textbooks with audio recordings for listening practice which are mostly recorded by native speakers. Not only teachers but also students realize this situation and with this CL module it is discussed that English is being shaped at least as much by its non-native speakers as by its native speakers. For the majority of its users, English is a foreign language yet the vast majority of verbal exchanges in English do not involve any native speakers. In this study the teacher aims to equip and empower her students via CL strategies where both the teacher and the students ask critical questions, explore alternative perspectives, reconstruct and negotiate meaning to gain a deeper understanding of the concepts like World Englishes and ELF to a possibility of breaking the glorification of native - speakerism in English language teaching and learning contexts. More strikingly, some students reach a different kind of empowerment which is related to their own languages and most students come to an understanding of why people disrespect or look down on different Turkishes in Turkey. By developing CL skills, these students can gain a better understanding of

how language policies become hidden messages and dominant ideologies are primarily incorporated in all texts in all languages and cultures.

5.4.2.2 Genders

The stereotypical reactions, fixed answers and gendered responses are witnessed in the first term observations of this study. In addition to these observations, some students express their discomfort regarding a few students who tease and boast about their maleness at the beginning of the second term lessons. During the module on Success the teacher Hatice plans to work on gender stereotypes. Because the teacher would like to challenge the issue and she seems to be ready for gendered responses, she deals with the module delicately. She asks quite strategic questions and leads into the CL lesson wisely (RO, Mod4). Her work on gender stands for an example of transformation possibilities for the whole class. Through the development of critical thought, particularly women, LGBTQ (lesbian, gay, bisexual, transgender, queer) can enhance their personal and collective power and increase their status and opportunities within their class. Here is a woman voice from the study:

...I was stupefied at first when we got involved; I mean when I really got involved. I was not like that anymore; I got aware of what we were doing; what it was all about. We--I mean our group that worked on gender--got angry first to the reactions coming from some of the boys in class. So we really worked hard to show how serious this issue was. It was nice work. And now, I mean, yesterday there was a discussion on the same issue and I could see that one of the boys gave a much more lenient answer. He must have thought about the project and all the discussions during the project. He was looking from a different angle. He seemed to be more gentle (Öznur, SPostI).

Su cross-examines a quote from the textbook. She has discovered her voice and she is voicing for all women:

...We found a woman with a success profile just to see and read that “if it weren’t for my husband I wouldn’t be here today”. Some things need to be questioned. Why is this picture here? Why did they write such a thing? (Su, SPostI).

By analyzing the readings and visuals of the textbook the focus is drawn on the status and social role of women in the book along with all women in general. The critical analysis of the pictures and the themes associated with them have stimulated awareness for the understanding of structural agreements within societies which subjugate women and maintain their economic, political and social inferiority. They can reach the capacity to transform their lives and, ultimately, the wider social order (Lankshear & McLaren, 1993, pp:105-106). Proper literacy extends students’ control over their lives. One student explains that she edits the material they use because she has obtained a gender standpoint:

After we did the module on success and gained a gender perspective, we started realizing some other things in other materials that we use. I remember changing businessman to businessperson in one of the materials (Deniz, SPostI).

Another student Kenan realizes that the teacher uses ‘she’ instead of ‘he’ in her regular everyday talk and he can analyze this action this with no surprise:

We became aware of the gender issue. For example, Müge teacher was using “she” instead of “he” most of the time during exercises. Teachers usually use “he”. Müge teacher explained she said so because she wanted to display a stand against what the majority say; it was all about conditioning she said. And she was challenging this; she was making a point there (Kenan, SPostI).

It is not only an awareness on women subordination that the class has awakened to.

Sexual orientations also have become a discussion and negotiation point.

Historically and politically many societies are intolerant of homosexual, bisexual and transgender individuals. Textbooks play a role in both perpetuating and resisting this state of affairs. Texts can create meanings about sexual orientations and they can play an important role in the way students come to an understanding of the

role sexuality plays in identities and their everyday lives. The bias, fear and hatred of LGBTQ individuals, also called homophobia, mostly derive from the culturally constructed ideas of what is 'normal.' In the CL classroom with critical discussions on gender, the visible normality is questioned and by the use of dialogues, multiple understandings are generated. Dialogue in CL can interrogate the normal and Norris, Lucas and Prudhoe (2012) calls this a culturally responsive pedagogy. CL engages teachers and students in thought-provoking discussions which enable a connection of their lives to the texts.

CL implementation in the class where the research is conducted has challenged some students to question, to disagree, and to examine power relations in real life as well. The impact of the module is transferred beyond class. Some students have considered the gender issue critically and wanted to convey it to their own worlds. Göze is willing to open a blog with her friend Gezgin. Her reflections from her diary presents how much they question the issue and the step they take to become activists:

We decided to open up a blog with Gezgin and work on transphobia and biphobia. The trans issue especially draws our attention. It is difficult to imagine to be born into a wrong body, to be trapped into your own body. It must be horrifying. Life is already very difficult for these people and we otherize them and make their lives even more difficult... (Göze, SD).

Göze and Gezgin decide to join a meeting held by the LBGT group at their university. Metin Ali, to her surprise comes with them to the meeting. Metin Ali is seen to be one of the more mainstream boys in class. Teacher Hatice has given some information on Metin Ali in her reflection notes as well:

Metin Ali told the girls in class to watch the video carefully and learn. Yavuz said, 'teacher, see, he is imposing. He thinks girls cook. He is a conservative person' (Hatice, TR, Mod 5).

From the above excerpt it can be read that the teacher has a negative comment on Metin Ali based on her own observations; moreover, she quotes the response of one student which is also a negative statement. Göze also believes that Metin Ali does not have a critical eye and she explains her day with him:

But the most shocking part of the day was Metin Ali. Metin Ali came along with us to where the LBGT meeting would be held. We hung around with the group and chatted for some time. It was a good learning experience for Gezgin and me, but Metin Ali did not converse that much. While we were returning, I said to him “I thought you were prejudiced; I was surprised to see that you came along with us”. And he said “no, why should I be; my best friend is a lesbian”. We were both astonished with his reply. Then later on I thought to myself. I believe it was Metin Ali’s conditioning; we were all there as a majority. And being a homophobic in that environment would be like being a homosexual in straight environment. And so he felt like he had to be supportive and open-minded. In fact, this is a good improvement. If there are more people like us who are standing against homophobic people, people will eventually learn to respect them (Göze, SD).

Göze’s diary explains she is dealing with this issue in more detail with two of her class friends, one of which seems to be homophobic according to her observations. CL in class has encouraged social action in this case. As Cowhey suggests learning through activism enables students to develop a sense of social justice, a sense of fairness and equity. (as cited in Norris et al., 2012, p.103). What Göze, Gezgin and Metin Ali has lived through is a personal and community experience which can eventually extend globally and historically.

The answers of the bonus question also show an extension of in-class discussions. The bonus question which is related to possible sexual discrimination in the text, opinions vary among students. These opinions are a sign of multiple perspectives. Students can elaborate on the issue from different angles by considering many aspects of the text involved.

Some students claim that the text is biased and give their reasoning accordingly. For instance, Duru writes “I think the author is a man. When we look at

the passage generally men have important abilities”. Deniz says “I think s/he is biased in some parts of the text. Especially the final paragraph, s/he mentions that men are more successful than women in jobs which society believes are important”. Eda’s interpretation is quite lengthy, she explains why the text is biased according to her and details her explanation with supporting ideas from the text:

In my opinion, the author of the text is biased because the author claims that men and women’s different biological characteristics cause differences between men and women. However, today in the world, there is a big conditioning about women that “they cannot do several things which men can do”. Because of this conditioning, sexism has become more dangerous for people. The most important thing is most women think that they are not strong, or clever enough to do things which men can do. But the liberation of women is possible only with the struggle of all. Here are the examples from the text: “it is logical that men are attracted to careers where spatial skills are vital, such as engineering, architecture, construction, rocket science and flying”, “Men have lower tolerance for repetitive jobs such as ironing” (Eda, EQ).

It is interesting to see that not only does the student provide direct quotes from the text, she also voices her ideas powerfully in the answer. She becomes the voice person of all women in her writing by saying that “liberation of women is possible only with the struggle of all.”

There are students who disagree that the text is biased by putting forward scientific research like Gezgin who claims: “Actually I don’t guess that the author is biased because s/he gives information which is supported with experiment and scientific trials”. Göze also disagrees:

I don’t think that there is sexual discrimination in the text because the author reflects his/her point of view and supports his/her idea with scientific examples. These examples can be seen in paragraphs 3,4,5,6,7 and 8... This text only emphasizes men’s and women’s biological differences. I am completely against sexual discrimination in our social lives, work, home, etc. but we cannot change our sexual ID and obviously men and women are different in that case. (Göze, EQ).

Gezgin’s and Göze’s reasonings are based on scientific research. Göze claims that people cannot change their sexual ID and the text is based on biological differences.

Arya's response is related to the author. This response may be due to the task fulfilled in class which was also related to the author of the textbook. She says, "Actually, this situation can depend on the author's sex". Yet she goes on, "I don't think there is sexual discrimination in the text because theories are very logical and it explains differences between men and women. All of them have scientific explanations". Yavuz questions the author as well: "...but if these researches are not true, I can say the writer is a man because the solution of the researches show us men are approximately luckier than women."

On the other hand, there are students who are not sure. They have analytical reasoning from both sides. Su makes a different remark, "In my opinion, women's and men's brains work differently so their behaviors are different. In fact, the theory is not right every time. Every person is different and we must take into account personal features of people." Muhittin pinnacles his comment with 'differences':

In my opinion, the text is biased a little. First of all, there are lots of scientific research about gaps that are between men and women. Thus, for most of the text I agree with them. However, all scientific research is in general. It is not suitable to say all women or men directly. On the other hand, according to the research, there are many differences but as I said, it is differences. It doesn't mean women are better than men (Muhittin, EQ).

Among all these explanations, Kenan has proven to be one of a kind in his commentary. This is because he not only answers the question but also notices the 'sexist' approach of the testing unit of the preparatory school in choosing the vocabulary for the passages. He does not shun criticizing the testing office by providing an example from a text in the exam:

Of course there is bias but the author tries to overcome this situation with scientific information. I think the committee of preparing exams is more sexist. They still don't check the words. See page 6: market-man (Kenan, EQ).

In fact, there is no one right answer to the question. It is significant to see whether the students give an answer to their optional question and more importantly if they use logical reasoning for their answer. In this case, all participant students have an analytical response.

In summary, the gender issue has given rise to many standpoints and perspectives in and out of class. The students carried their voices to other arenas like blogs, LGBT groups and their answers on exam questions. They questioned normality and created multiple understandings. Some have reached to a point of ‘conscientization’ where they could display their own knowledge, and experiences in confidence.

5.4.2.3 Classes

A number of scholars argue that in order to comprehend social class it is necessary to understand other forms of injustice (bell hooks, 2000; Jones, 2006; Ladson-Billings, 2005).

Social class is entrenched in a medium of factors involving race, gender, ethnicity, religion, and ageism (Norris et al., 2012, p: 14).

Moreover, the majority of the society views ideas, structures and actions of the powerful minority, that is, the ruling powers, as natural or normal (Gramsci, 1988). The power of the textbooks is revitalized when the students read the mainstream textbooks published by the powerful minority and answer questions according to what the author wants. CL process finds ways to make the students aware of how dominant ideologies position them via the textbooks and how issues are normalized.

CL can play a substantial role posing the inequities. Hence, there are several examples from the study that illustrate the class awareness of the students.

The module on food and the task of going to the organic bazaar becomes a genuine example for students in questioning the class issue. When they observe the bazaar, they realize that the status of the bazaar is different than conventional bazaars. The prices are different; it is located in a wealthy neighborhood of Istanbul and the salespeople are not regular bazaar salespeople. They are university graduates; some are doctors or engineers (RO, Mod4). Zeynep shares her bazaar experience and she explains bazaars can also serve for upper class:

I think in each task and each time something else was uncovered. The clearest of all was the organic bazaar. We went there and I realized what we really saw there was that people have different economic levels; there is a separation, and even the bazaars can be an example of this (Zeynep, SPostI).

Arya voices her thoughts about the bazaar, she creates dialogues to negotiate an understanding with people in the bazaar, but comes to a conclusion that economically advantaged people think they are privileged to buy better foods and products:

Organic bazaar stayed in my head as a live experience because it was real. One man in the bazaar told me that to work one needs the brains and money. But he said people have money but not the brains for such work. And I asked him what if one has brains but no money then what? He could say nothing about it. Another man said I buy good food, organic cleaning materials. And I told him if it is that healthy, then everyone should be able to afford it. They are trying to show organic food as if it is really good and very healthy by treating normal food as trash. This is an illusion. If there was such a big difference, then there would be really big health problems. Well still I need to do more research on it to speak more about it but still I don't think normal food from our regular bazaars gives us such harm (Arya, SPostI).

Göze expresses her feelings on her observations as well. She says if people have money, they can eat organic and she calls this class discrimination:

People are being deceived. They pay triple but the produce is not that different. When we consider the profile of our society, the customers of this

bazaar are above the average economically speaking. And this is not nice. So you don't have enough money, you go ahead and eat the food with hormones; your health can be destroyed, and nobody really cares. If you have money, you can eat organic. If there is real organic food, and if it is really a health issue then it should be in easy reach for everybody. I see there is no such thing at the moment. This is social discrimination, class discrimination (Göze, SPostI).

When engaged in CL, students are given an opportunity to create dialogues about the injustices of privileging one group or ideal over another--in this case due to socio-economic status--and can voice their understandings and feelings. Teachers need to invite students to take part in public discourses that attempt to pose problems and create alternatives to oppressive situations. The module on technology is particularly significant in exploring child exploitation:

I do remember having a discussion with my friends on Nike and iphone after the class. We were upset because of child exploitation and how they were forced to work. I became conscious of what we buy and how it is made (Öznur, SPostI).

CL encourages the examination and reform of social situations and exposes students to the hidden agendas within texts (Comber, 2001; Lohrey, 1998; Luke, 2000; Simpson, 1996). The core text in the textbook which is about the importance of use of technology is challenged by the teacher. The teacher brings in texts related to how, where and under what conditions some well-known products are manufactured. She opens up a discussion from the critical texts where students can learn to read in a reflective manner and become critically literate, especially when they find ways in which they can author the meaning, and when the underlying experiences shape their voices. The issue of child labor becomes a new trial to Gezgin who sees the issue as a social fact and relates it to his father's imprisonment:

Such an important issue. My father is a labourer. My mother's father was the union head of the laborer party. He was protecting the rights of the employees, and that's why he was imprisoned in 80's; he was tortured. And when we are talking about child labor it becomes such a sensitive issue. In

Turkey there are so many subcontractors. It is such a painful issue, a social fact (Gezgin, SPostI).

Freire (2000) in *Pedagogy of the Oppressed* argues that teachers should put effort into sowing trust of the students and believe in their creative power. Only then can students place themselves into a transformative stage of learning. One student writes in his diary a reflection on how the teacher has moved him, which caused a change in his stance and how he has worked through his self-development:

Müge teacher is an activist and she made us activists. We discussed about how mobile phones are manufactured, and how working conditions could be improved. I read an article on the issue two months after the in-class discussion. I read it simply because I was interested. I was interested because of what we did in class (Muhittin, SD).

The teacher's voice can provide a critical context within which students can understand the various social shapes of power that enable them to form and reflect their own voices. For example, in the module Leisure, students go on campus to find a voice for themselves, to perceive how school voices have subordinated them as students and to create space and thus power for themselves. This kind of space creating and collective voice is the action dimension of CL. McLaren refers to this as 'praxis-oriented pedagogy' which connects critical knowledge to social practice (McLaren, 2007). When students acknowledge that they need to empower themselves because it is their school and they have a right to shape the school and not be shaped by the school, they become organized and mobilized. They can link their struggles at the campus level, community level, and to larger national and international struggles.

Schools need to engage both the teachers and the students in an examination of important social and personal problems and seek ways to address them. Teachers and students must be empowered so that they can recognize unjust systems of language, gender, or class and challenge them. Freire (2000) being a pioneer critical

pedagogue, argued that teacher and learners are in joint process by exploring and constructing knowledge and need to find ways of recognizing and resisting various forms of control. In this study both teachers and students attempt to build a critical stance in the foreign language classroom context. This third section has attempted to present particular linguistic and social transformation possibilities and the meanings that have been reconstructed with CL understanding.

5.5 Summary

This chapter is comprised of three main sections: the first part details the experiences, opinions and expectations of the students and teachers from an English class, the second part is based on the CL practice in an English preparatory class and the third section is about the transformation possibilities on English and social realities. These three parts are interwoven as the relations, opinions and ideas are dynamic and destined to be reshaped and reconstructed with multiple understandings.

CHAPTER 6

CONCLUSIONS

6.1 Overview of the chapter

This final chapter recaps the study with a synopsis of the research questions. It also highlights the pedagogical contributions, limitations, further implications for research and ends with suggestions and concluding remarks.

6.2 Synopsis of the study

This study was proposed at the very beginning because it includes two things that are almost never found in one basket: CL and ELT. These two theories and practices are treated like two separate worlds and it is not really possible to find studies that come up with curricula, foreign language education programs, or material designs for such a blend. This study is aimed at how the dynamics in a foreign language classroom context changed meaning and found manifold meanings when CL was introduced. These dynamics were related to background knowledge, teacher and student roles, activities, materials, textbooks, discussions, tasks, projects and other variables that all combined into something much bigger: critical lifelong learning. With CL introduced into an English language class, not only students but also teachers became learners. English was involved in every part of the lesson; every discussion, every idea, every thought, and every comment was personalized and socialized with the language learned.

Keeping all the dynamics in mind three research questions were formulated.

RQ1. How is CL experienced by students and by teachers in different phases of implementation?

The first research question explored how participant teachers embedded CL into teaching and how students embedded CL into learning. It was found that the teachers both emphasized their students' voices and experiences in the CL process. Hence, they negotiated, redefined meanings and reconstructed knowledge together and made it possible that an environment of trust was fostered. Moreover, teachers employed problem posing as the core strategy for CL, which problematized important issues, identified by both teachers and students. It was found that both teachers and students learned from each others' experiences inside and outside the classroom and teachers gained a deeper understanding of critical approaches in language studies while students became more critically minded and some even carried their questioning minds to other platforms as activists. Therefore, it was confirmed that six conditions were created in the foreign language classroom. These were:

1. posing problems
2. linking experiences
3. valuing voices
4. reconstructing knowledges
5. empowering selves
6. challenging positionality

Problem posing as the main CL strategy opened the door to asking questions and seeking answers as Wink (2005) confirms. It was found that the routines foreign language learning/teaching practices were challenged by problem posing. It acted as a medium that evaluated the causes and effects of current challenges in societal

respect. Students and teachers engaged in CL with problem posing questions that enabled students to question the texts. Students were able to challenge the author, the voices and visuals in the textbook by looking at the bigger picture and understanding from multiple perspectives.

Both teachers and students linked the outer experiences with inner ones. They localized the globalizing issues, and related them to their own surroundings. When a bond was created between global and local issues, student voices were heard. CL facilitated the reflection of the curriculum of the students' lives (Wink, 2005). Voices were valued and reading embodied the whole social, cultural, political, and historical context. Students started reading the world (Freire, 2000). Teachers took into account student voices and listened and shared their stories, narratives and happenings.

By using many CL strategies such as character substitutions, gender and setting switches, knowledges were co-constructed and re-constructed, and meanings of the texts were redefined. It mattered who wrote the text. Knowledge was inspected, and what was missing or under-represented in a text was discovered. Students did research, and conducted projects by using alternative resources to understand missing perspectives.

Students empowered themselves by making the tasks belong to themselves. Teachers created spaces for students and they became more socially aware through analyses of multiple forms of injustice. Students took part in public discourse via CL tasks, they attempted to pose problems and create alternatives to oppressive situations. Teacher supported students to be a part of the curriculum content with their individual and collective experience and as (Cummins, 2000) suggest, their identities were realized and extended.

The link between knowledge and power was redefined in this CL class. Knowledge is a social construct (Aronowitz & Giroux, 1993), and the CL process enabled questioning of whose knowledge and whose power. This affected the relationships in class and the positionality of teachers and students were judged. When positionality was challenged, students and teachers grew in understanding of where they stood in regard to power and how they could challenge power and change themselves (Takacs, 2002). There were times when the power shifted from one place and person to another and teachers attempted to release their teacher roles and became learners as well as partners with the students (Freire, 2000). Transformation was possible when multiple standpoints were welcome and when students and teachers were able to go beyond the boundaries of their positionalities.

RQ2. In what ways is learning and teaching English as a foreign language experienced with CL in a Preparatory Class?

The second research question sought to find out how exactly the foreign language practices were experienced when CL was integrated in the English preparatory classroom. The variables that are commonly regarded as standard characteristics of a foreign language classroom found new meanings. It was discovered that the interplay of these variables with CL strategies made a difference.

The variables that merged with CL strategies are:

- a) English language teachers
- b) English language students
- c) background knowledges
- d) English textbooks
- e) in-class discussions

These five constructs are present in a typical foreign language classroom context. A regular foreign language classroom has students learning the language, a teacher who teaches the lesson, materials which usually include a textbook as a source, both teacher and student schemas that would come forth to organize new knowledge and class talks, and discussions related to the daily topic. However, these variables, or constructs, were co-constructed and reconstructed with CL in the study.

The study considered the English experience from 4 dimensions:

1. Student
2. Teacher
3. Text
4. Proficiency

English teachers and language students in the CL class attempted a more balanced relationship built on trust and experience sharing. There was respect and understanding, and so students were encouraged to express themselves. Because the dominant interaction pattern between teacher-student was shattered, students had more opportunity to voice themselves; that is to practise their speaking skills. Students learned the meaning of ‘real experience’, ‘learning by doing it’, and ‘living it’. They understood the importance of research, and did research with their own aspirations. There was less reliance on textbooks which brought more interaction. CL projects and tasks provided the interaction and motivation needed.

Teachers realized that, like all knowledge, ELT is ideological, political and interested. It is socially constructed and represents the interests of people in positions of power (Canagarajah, 2008; Pennycook, 1989). They understood that the foreign language education system, the curriculum, the textbooks and the teachers themselves are all products of the ELT and serve particular economic, political and

social interests (Aronowitz & Giroux, 1993). Hence, teachers attempted to balance power relations, although at certain times they realized that they overwhelmed the students with their own knowledge and they believed that they held more critical perspectives than their students. Still as they covered the power issue with CL and they were willing to give students more space, more freedom to express themselves, and ask questions. The teachers also critiqued the textbooks and learned to find and make use of alternative materials.

CL facilitated students and teachers to ponder upon the English textbooks modules from a critical perspective. The CL strategies used were dynamic and adaptive to the contexts teachers presented in the modules. They endorsed discussions on a critical base, which resulted in both reflection and action that led to more reflection and other resulting actions. The knowledge of all participants at times clashed and conflicted as they engaged in critical analysis by examining topics. The CL strategies helped surpass regular reading comprehension strategies by providing an understanding of what was beyond the text that was created by dominant publishing houses. The English textbooks are a strong part of the hidden curriculum which convey messages from the author, dominant ideologies and mainstream standpoints (Apple, 1990; McLaren, 1988). Through CL, this hidden curriculum was first uncovered and then disturbed with critical material presented by the teachers. The topics of textbooks became a tool for the CL class to perceive and discuss the situations and issues from an analytical stance and with multiple meanings.

English found new meaning because it was not in a vacuum any more. It was an interactive, live and a real experience. English was included in all parts of the learning process. Students used skills efficiently; in particular, productive skills were

highlighted and developed. Most students became engaged and motivated due to the issues being discussed from manifold perspectives, especially perspectives that they would not have encountered easily in mainstream platforms. Discussing these issues also provided them a way to link their own understandings and lives and excited them and made them more willing to open up and share. They did not care about making mistakes in English because there was something more in these lessons; they found their voice, so they were urged to talk and write. The more they talked, discussed and wrote on issues the more effortlessly they progressed resulting in better competency of the language. They became natural observers, researchers and self-doers. They learned to take responsibility and complete their tasks and projects not for the sake of grades but for self-improvement. They became individuals who managed their own language learning skills and strategies.

RQ3. What does CL bring into the Preparatory Class in terms of social awareness?

The third research question was directed at issues of social awareness, which derived from an in-depth understanding of meanings from the total experience. The arguments and findings based on the political and social transformative philosophies of CL were explored under three concepts:

1. Language
2. Gender
3. Class

Deeper understanding of these three concepts emerged from the student and teacher voices, from what they have learned and from their questionings as well as their perspectives.

‘Language’ became an important social issue during their CL experience. Exposure to a variety of World Englishes texts and videos enabled students of English as a foreign language to become more aware of how native and non-native speakers of English are treated differently based on their personal and cultural backgrounds. This led to an understanding that students of English as a foreign language are frequently discriminated against for speaking accented English (Lippi-Green, 1997). CL brought an awareness of a variety of Englishes, which resulted in encouraging students in their speaking skills. Besides this, transformative discussions arose around issues of language and power. These extended beyond the classroom boundaries and passed into their own lives and stories. They internalized the concept; they themselves got empowered towards their own languages and different Turkishes in Turkey.

‘Gender’ was another significant concept that emerged. Transformation potentials for the gender issue was raised by discussing in particular discriminatory acts related to women through textbook pictures and discourse. The development of critical thought on gender led to curiosity and further investigation for some students on subjects such as lesbian, gay, bisexual, transgender, and queer. Students were able to enhance their personal and collective power and increase their status and opportunities within and out of their class. For instance, some students voiced themselves in blogs, and LBGT groups. They learned to question normality and generated multiple understandings. It was acknowledged that students gained ‘conscientization’ as Wink (2005) proposes and so could present their own knowledge, and experiences in confidence.

‘Class’ was one other concept of social awareness. It was found that students understood that the viewpoints and ideas of the majority are dominated and

normalized by the powerful minority (Dendrinos, 1992; Gramsci, 1988; Gray, 2001) and textbooks are a concrete tool to support this situation. Students became critically literate towards injustices of privileging one group over another due to the alternative texts the teachers provided. Teachers posed problems on exploitation, child labor, the economically disadvantaged, and these discussions were supported by tasks which led students to reflect on situations related to their own family backgrounds, their own country and their own consciousness.

To summarize, the CL process made the students and the teachers aware of how dominant ideologies position them via the textbooks and how issues are normalized through the voice of the author, visuals and texts. CL also played an important role posing the inequalities in communities and their reflections in the hidden curriculum. Students and teachers encountered multiple realities and co-constructed meanings as students got involved in tasks and projects. CL phases and strategies enabled dialogue in class, which in turn helped voice their experiences which lead to empowerment linguistically wise, i.e., in English, and on socially related issues.

6.3 Pedagogical contributions

Preparatory Language Schools in Turkey are an immense foreign language learning setting at the higher education level with a lack of focus on research particularly on current language policies, curricular issues and classroom practices. Not much is known about what really happens in preparatory class contexts and what could better happen with different approaches, how the teacher and student could contribute to the learning and teaching environment and dynamics. By introducing CL into the

language classroom, this study has contributed to the literature on foreign language learning and pedagogy as well as curriculum studies in Turkey. Some highlighted contributions are presented below:

- CL in ELT classroom is a rare example in the world and this study serves as a case for this purpose.
- The practice and outcomes of CL interaction between students and teachers were examined in a language learning-teaching environment in preparatory language school setting.
- Teaching materials and strategies of CL were introduced, and through this it was possible to perceive how a critical approach to teaching language is reflected on learning experience.
- CL became a motivation factor for both students and teachers. Students became more motivated and excited when the discussions were on their experiences, related to their worlds. Teachers became more motivated when students were willing to speak up.
- The teacher-student roles changed with a new understanding of power relations; teachers became learners as well and this helped transform the way they saw the world.
- Teachers became critically reflective because of their engagement with CL. As a result, they became more critical about the education system, and curriculum and found ways that can challenge the textbook topics and the mainstream material usage in language classrooms.
- Teachers had a clearer identity of who they are as educators and what identity options they can offer to their students by encouraging them to think critically and collaboratively and take action.

- Teachers observed changes in their students. Teachers talked about how their students' worldviews were changed, and how their lives outside the classroom were transformed.
- Since CL involves questioning received knowledge, what students learn in classes and how they learn foreign languages were challenged.
- Language learning was transformed because students were given the chance to relate the curriculum to their own experience and to analyze broader social issues that are relevant to their lives and to wider contexts.
- Students learned to manage their own language strategies and skills. They became fluent and critical in oral and written discussions.
- Education was taken out of the classroom; students tempted to become activists in social issues.
- The language classroom became a space of personal satisfaction and self development.
- Language learning became a social, cultural, and political experience; hidden curricula became visible to the eye.
- A more comprehensive understanding of the social relations that characterize schooling and the community was reached.

6.4 Limitations of the study

The study had limitations and they are acknowledged in this section.

- The participants were drawn from a very specific population and the study was limited to one class. Hence it can be questioned how much generalization of the study is possible and in what contexts is it applicable to.

- The main data sources were in the forms of accounts from participants. Thus, the descriptions gathered from both the teachers and the students are influenced by factors such as self-perceptions, family and institutional values and the fallible nature of memory.
- If the researcher changed, the findings could possibly change, and different interpretations are possible.
- Due to the limitations on freedom of speech in the country, taboo subjects, challenging topics were not easily discussed in class both by teachers and students.
- It is not known how CL could be employed effectively by other language teachers.
- The teachers in this study were not critical pedagogues. They were ELT teachers with many years of experience and were interested in alternative perspectives and methods. Possibly if the participant teachers were given CL training, the results could have been different.
- The teachers had their own personal problems: one had some family conflict, the other had health problems. They could not focus sufficiently at certain times which influenced some of the creative phases and certain tasks.
- The teacher preferred to follow their own ways for CL phases. One did a pilot module before the CL implementation started, the other one preferred not to. Neither of them did detailed lesson plans for the modules except one module but preferred to write pre and post reflections for them.
- The participant teachers needed to have carefully considered before starting the study the possibility of abusing their power in influencing students although they did learn to reflect on whether they had the students' best interest at heart during the study.

- Two out of eighteen students encountered some problems. One student almost never reflected on CL; he was a poor student in the first term in terms of class contribution and low grades. Although the teachers and the researcher had personal talks with him, he insisted that he did not really want to learn English and he believed in the importance of grammar-oriented teaching so he rarely focused on the CL tasks. The other student had family issues and had to return to her hometown for several weeks so could not contribute in some of the tasks.
- The participant students of the study were chosen from the intermediate proficiency level. It is unknown whether in-class discussions and tasks would be more of a challenge if they were chosen at a lower proficiency level.
- Although the participant class got the best average from the final proficiency exam of all prep students, the results have not been quantitatively compared to the other class students. This is because the student proficiency and competency are explained only by interpretations due to the qualitative nature of the study.

6.5 Further implications for research

The findings of this study open new spaces for future research. They provide implications for both CL and ELT research. Some straightforward implications may be:

- The long-term impact of CL on the lives of students can be studied. An in-depth exploration of the effect of transformation on students related to their academic studies and foreign language development are research areas that can inform the theorizing and practice of both CL and ELT in the future.

- A longitudinal study may be insightful to find out what effects CL has on teachers and whether they use their new knowledge to transform the curriculum and their teaching methods.
- It is important that with CL, critical materials, multiple contexts and meanings can be introduced into the ELT world.
- Even though CL language practices are out there somewhere, it is not so easy to reach them, they are not so available or visible in literature. Therefore, more CL practices must become visible to the foreign language arena. As CL can be presented differently in every classroom based on the subject matter, the teachers selected and the population of students, there can be no formula for CL to be prescribed by theorists and no method on how teachers could engage students in mastery of CL. Teachers should be encouraged to continue doing CL in their future classes and to do research on their own practice and to share their work and make it public.
- The strategies of CL and how they can be implemented in different subject classes need to be explored. It is possible for all teachers to consider how CL can be used for subjects such as history, geography, art classes to serve virtuous purposes. For instance, they can consider how CL could be used to fuel students' desires to challenge what is normalized and the reasons for it. CL may be used to show students that certain practices can be repressive and contribute to society's problems. If teachers acknowledge how they can make use of CL, they can bring forth change for themselves and others.
- The concept of critical is an issue worth exploring further because the concept can be misinterpreted in the literature. Studies that have a critical stance can be labelled as radical or political, and perhaps this labeling needs

to be problematized. Teachers can recommend CL tasks which enable students to expose to knowledge that has potential to transform their world. Since all ideas are relative, teachers need to decide for themselves how far to push. CL does not prescribe a fixed set of methods; therefore, teachers need to adapt the theory to suit their contexts since they are the ones who can determine what is acceptable.

- One class experience can become many. Teachers may want to strengthen the voice of in-class CL studies outside the classroom through communities of practice (COP). COPs often concentrate on sharing best practices and by creating a CL curriculum, an educational domain made up of professional practice can be cultivated. Teachers can share a common concern or interest in a topic to fulfil both individual and group goals and also can provide mentoring for those who are willing to get involved in CL practices.

These implications can be useful for researchers who deal with critical studies and teachers who find themselves inspired and want to contribute to its theory and practice.

6.6 Concluding remarks

In line with many foreign language curricula across the world, most Preparatory Schools in Turkey are inclined to consider language learning / teaching as a mechanical and technical task and do not assign any role to the socio-cultural as well as political backgrounds of the learners. CL, however, concentrates on identifying social practices that keep dominant ways of understanding the world and unequal power relationships in place (Lee, 2011). It represents itself as a discourse and

pedagogy that can be configured in its phases and strategies. Especially the personal interpretive and critical analysis phases focus on questions that enable to pose and discuss issues from many perspectives. The creative action phase develops activist minds.

Although the modules and topics can change according to the language class, CL can be applied to any module chosen. Any module can employ strategies of problem posing. Yet CL is not there to solve problems but to pose them. Problem posing can question routine curriculum and make people question mundane tasks, commonplace practices and mainstream texts. Wink (2005) states that it is a critical inquiry into the existing curriculum.

As mentioned earlier, CL invites teachers and students to consider alternative ways to what they see or what they believe they see. Challenging the education system curricula is certainly not easy, or risk-free because it is based on questioning gender biases, environmental sensitivities, state-based issues, language diversities, consumer consumption beliefs, and class mentalities. CL as Shor (1996) emphasizes is a fairly unpredictable and controversial practice and a challenging road filled with surprises, resistances, and breakthroughs.

The education system with all its shareholders including the language curriculum is deep-rooted in Turkey, and remarkably complex, sometimes too complicated for the interventions of CL in one academic year. However, this study has confirmed that language curriculum needs to be a course of action that is driven and justified by critical thought. By inviting students and teachers to a mutual ground to initiate and develop critical thought and action on various subject matters, foreign language curricula can be eventually redefined and reconstructed.

As a final word, this study is a practice in which students and the teacher explore alternative ways of reading the world and gain new understandings and insights of world issues. CL class enables both teachers and students to move beyond their present state of being. By applying the Freirian understanding of education, the teachers become critical educators that challenge students to think about why they think and act the way they do. Even with a small intervention to the language curriculum like this study, teachers become active participants in shaping educational policies, particularly starting from their own school policies and it becomes possible for students to challenge the undemocratic power relations locally and perhaps globally that rise from the inequalities.

APPENDIX A

BACKGROUND INFORMATION QUESTIONNAIRE FOR TEACHERS

Bu anket Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Bölümü'ne bağlı olarak yürütülen; İngilizce Yabancı Dil Hazırlık sınıfında uygulanacak olan eleştirel okuryazarlık programı üzerine bir doktora çalışmasının veri toplama yöntemlerinden biridir. Burada verdiğiniz cevaplar tamamen gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Sorulara İngilizce veya Türkçe, dilediğiniz şekilde cevap verebilirsiniz. Dilediğiniz takdirde anketin ve çalışmanın sonuçları sizinle paylaşılacaktır. Katkılarınız için teşekkür ederim.

Zeynep Mine Derince

PART I. Background information

1. Name or preferred pseudonym
2. Birthplace
3. Nationality
4. Native language(s)
5. Other languages spoken/years of study/proficiency

Education

6. Schools graduated
7. Specialization

Employment history

8. How long have you been teaching English?
9. Professional development experiences /memberships/conferences

PART II. Opinions on foreign language education

Opinions and beliefs about English language education, teachers and learners

1. What does it mean to know English?
2. What is the role of an English teacher?
3. How do you think students learn English?
4. What is the role of an English language learner?

Opinions and beliefs about syllabus, textbooks and exams

5. What is the role of the syllabi?
6. What is the role of the textbooks?
7. What is the role of the exams?

APPENDIX B

BACKGROUND INFORMATION QUESTIONNAIRE FOR STUDENTS

Bu anket Boğaziçi Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Bölümü'ne bağlı olarak yürütülen; Yabancı Dil Hazırlık sınıfında uygulanacak olan eleştirel okuryazarlık programı üzerine bir doktora çalışmasının veri toplama yöntemlerinden biridir. Burada verdiğiniz cevaplar tamamen gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Sorulara İngilizce veya Türkçe, dilediğiniz şekilde cevap verebilirsiniz. Dilediğiniz takdirde anketin ve çalışmanın sonuçları sizinle paylaşılacaktır. Katkılarınız için teşekkür ederim.

Zeynep Mine Derince

PART I. Background information

1. Name or preferred pseudonym
2. Birthplace
3. Nationality
4. Native language(s)
5. Other languages spoken/years of study/proficiency

Education history

6. Schools graduated
7. Favorite subjects

English language education before Preparatory School

8. How would evaluate your English learning experience before Prep?
9. Who are the English teachers that you remember? Why?
10. What are English teaching materials you recall? Why?

PART II. Opinions on foreign language education

Opinions and beliefs about English language education, teachers and learners

1. Why do you learn English?
2. What does it mean to know English?
3. What is the role of an English teacher?
4. What is the role of an English language learner?
5. How do you think students learn English?

Opinions and beliefs about syllabus, textbooks and exams

6. What is the role of the syllabi?
7. What is the role of the textbooks?
8. What is the role of the exams?

APPENDIX C

PRE SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS

1. Who/what do you think has the greatest influence on your foreign language development?
And in what ways?
2. What are your strengths as a foreign language student?
3. What are your weaknesses as a foreign language student?
4. If I followed you through a typical prep class, what would I see you doing?
5. How do you feel about being a prep student?
6. When you enter the prep class, how do you feel?
7. Who do you interact with during a typical prep day at school?
8. How do you feel about the relationships at prep school?
9. What helps you to improve your English learning process in classroom activities?
10. In what ways can your teachers help you while teaching English?
11. When do you think you get discouraged while learning English?
12. Do you think that the materials prepared for the class can enhance your motivation?
13. Do you think that the teachers can enhance your motivation?
14. What would you like to see you have achieved at the end of the term?

APPENDIX D

PRE SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS IN

TURKISH

1. Yabancı dil eğitimine etki eden kimler/neler var hayatında?
2. Bir yabancı dil öğrencisi olarak güçlü tarafların nelerdir?
3. Bir yabancı dil öğrencisi olarak zayıf tarafların nelerdir?
4. Ben senin tipik bir hazırlık gününü izlesem neler yaptığını görürüm?
5. Hazırlık öğrencisi olmak nasıl hissettiriyor?
6. Sınıfına girdiğinde neler hissediyorsun?
7. Tipik bir hazırlık gününde kimlerle iletişim halinde olursun?
8. Hazırlık okulundaki ilişkilerle ilgili neler düşünüyorsun?
9. Sınıf içi aktivitelerinden hangileri senin İngilizce öğrenme sürecini geliştiriyor?
10. Öğretmenlerin İngilizce öğretirken sana nasıl yardımcı olabilirler?
11. İngilizce öğrenirken ne zaman hayal kırıklığına uğruyorsun?
12. Sınıf için hazırlanan materyaller senin motivasyonunu arttırabilir mi?
13. Öğretmenlerin senin motivasyonunu arttırabilir mi?
14. Dönem sonunda neyi başarmış olmayı görmek istersin?

APPENDIX E

PRE SEMI-STRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

1. How was your second term?
2. At what times did you feel confident while teaching in class?
3. At what times did you feel uneasy while teaching in class?
4. How much of your expectations did your prep students fulfill during the class?
5. How can you describe your relationship with the students you have taught?
6. How did you feel about teaching prep students in the second semester?
7. Were there any differences in classroom interactions when compared to your former experiences? In what ways?
8. Were there any differences in student motivation when compared to your former experiences? In what ways?
9. When you enter your prep class now, how do you feel?
10. Have you shared any in class momentous experiences with other teachers or the administration?
11. How do you feel about the relationships at prep school?
12. What have you experienced while employing Critical Literacy method in class?
13. In what ways has Critical Literacy affected the foreign language process?
14. When do you think students got discouraged while learning English?
15. What do you think motivated your students the most?
16. Do you think that the materials prepared for the class enhanced motivation?
17. Do you think whether there was a difference in the attitudes of the students while I was in class as an observer?
18. Are you pleased with your students English proficiency level?
19. Are you pleased with the in-class experiences when you think of the material use and the teaching method?
20. What are your expectations from your students from now on?

APPENDIX F

POST SEMI-STRUCTURED INTERVIEW QUESTIONS FOR TEACHERS

1. How was your second term? How did you feel about teaching prep students in the second semester?
2. Were there any differences in student motivation when compared to your former experiences? In what ways?
3. What were your expectations from the students at the beginning of the second semester?
How much of your expectations did your prep students fulfill during the class?
4. How can you describe your relationship with the students you have taught?
5. At what times /Can you give me examples of the times you felt confident in class?
6. At what times/ Can you give me examples of the times you felt uneasy in class?
7. When do you think students got discouraged?
8. What do you think motivated your students?
9. Were there any differences in classroom interactions in the second semester when compared to your former experiences? In what ways?
10. Have you shared any in class momentous experiences with other teachers or the administration?
11. What have you experienced while employing Critical Literacy method in class? How did you feel about teaching with CL?
12. In your opinion, in what ways has Critical Literacy affected the foreign language class? Can you think of specific examples you have experienced?
13. We have selected some specific modules for CL. Can you compare those modules with the lessons without CL in the second semester?
14. Did you observe any differences in terms of student motivation between CL lessons and no CL lessons?
15. You have sent me some field notes from the lessons without CL and you mentioned Valentine's Day (for B) / media (for P). Do you think CL has affected your other lessons in the second semester?
16. Do you think that the materials you prepared for the class enhanced motivation?
17. How was your experience when you prepared the material, when you made your lesson plan for CL? Did you enjoy the process? Did you have hard times? Did you learn anything new?
18. How was your experience during the class? Can you give me examples of what you like/dislike doing in CL classes? Did you learn anything new from the in-class discussions?
19. Do you think whether there was a difference in the attitudes of the students while I was in class as an observer?
20. Are you pleased with your students English proficiency level?
21. Are you pleased with the in-class experiences vis-a-vis the materials and teaching method?
22. What are your expectations from your students from now on?

APPENDIX G

POST SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS

1. How was your second term? Was it any different than your first term?
2. What did you expect from the second semester when I told you that you were a pilot class?
What did you have in mind? How did you feel?
3. In your opinion, what was the pilot study about?
4. Were there any differences in classroom interactions when compared to your former experiences?
5. Were there any differences in your motivation when compared to your former experiences?
6. At what times /Can you give me examples of the times you felt confident in class?
7. At what times/ Can you give me examples of the times you felt uneasy in class?
8. How can you describe your relationship with the in-class teachers?
9. How did you feel about being a prep student in the second semester?
10. When you enter your prep class now, how do you feel?
11. Have you shared any in class momentous experiences with other students, family or others?
Has anybody from class affected you in any way in any discussion?
12. What do you think motivated you the most?
13. When do you think you got discouraged in class?
14. Do you think whether there was a difference in the attitudes of the students and teachers while I was in class as an observer?
15. Are you pleased with your English proficiency level?
16. There was a bonus question in the last exam. Have you answered that question? If yes, do you think you would have answered the question differently if you were not in this class?
17. How did you answer the bonus question?
18. What are your expectations from now on?

APPENDIX H

POST SEMI-STRUCTURED INTERVIEW QUESTIONS FOR STUDENTS IN

TURKISH

1. İkinci dönemin nasıl geçti? Birinci dönemden farklı mıydı?
2. Size pilot sınıf olduğunuzu söylediğimde ikinci dönem ile ilgili beklentileriniz olmuş muydu? Kafanda herhangi bir şey kurmuş muydun? Neler hissetmiştin pilot sınıfta olduğunu duyduğunda?
3. Sana göre pilot çalışma ne üzerineydi? Senin için ne ifade etti bu çalışma?
4. Bu çalışma nasıl uygulandı sence, neler yaptınız sınıfta? Geçen dönemden farklı olarak neler vardı bu dönem, hatırlamak istersen günlüğüne bir bak.
5. Sınıf içindeki iletişimde, etkileşimde farklılıklar gözettin mi hiç bu dönem, geçen dönemle kıyasladığında?
6. Sınıf içindeki motivasyonunda farklılıklar gözettin mi hiç bu dönem, geçen dönemle kıyasladığında?
7. Sınıf içindeki çalışmalarda kendinden daha emin olduğun, kendini daha iyi ifade ettiğin zamanlar oldu mu? Bir iki örnek geliyor mu aklına?
8. Sınıf içindeki çalışmalarda kendini huzursuz, güvensiz hissettiğin zamanlar oldu mu? Bir iki örnek geliyor mu aklına?
9. Sınıf öğretmenleriyle ilgili bu dönem ilişkini nasıl tanımlarsın? Öğretmenleriyle ilgili düşüncelerinde ilk döneme göre değişiklikler oldu mu?
10. Bir hazırlık öğrencisi olarak ikinci dönem birinci döneme göre farklı hissettin mi?
11. Sınıfa girdiğin zaman şimdi neler hissediyorsun?
12. Sınıftaki tecrübelerine, çalışmalarına ilgili sınıf dışında arkadaşlarıyla, ailenle yada başkalarıyla hiç konuştun mu, paylaştın mı? Sınıftaki herhangi biri sınıfıçi tartışmalarda seni etkiledi mi hiç?
13. Seni en çok ne motive etti ikinci dönem? Bir iki örnek düşünebilir misin bununla ilgili?
14. En çok ne zaman hevesin kırıldı ikinci dönem? Bir iki örnek düşünebilir misin misin bununla ilgili?
15. İkinci dönem derste kullanılan materyaller hakkında neler düşünüyorsun?
16. Hangi materyalleri sevdin/hangilerini sevmedin? Bir iki örnek düşünebilir misin bununla ilgili? Nedenini biraz açar mısın?
17. Hangi aktiviteleri sevdin/ hangilerini sevmedin? Bir iki örnek düşünebilir misin bununla ilgili? Nedenini biraz açar mısın?
18. Sence benim sınıfta olduğum zamanlarda öğretmenlerde ve sınıf arkadaşlarının tutumlarında bir değişiklik oluyor muydu?
19. Şu andaki İngilizce seviyenden memnun musun? İkinci dönemdeki pilot çalışmanın İngilizceme katkısı oldu mu? Ne şekilde oldu?
20. Son sınavda bir bonus soru vardı. Soruyu yaptın mı? Bu pilot sınıfta olmasaydın bu soruya farklı bir cevap verir miydin?

21. Soruya cevap verirken fikirlerini İngilizce ifade ettin. Nasıldı?
22. Bundan sonraki beklentilerin, yapacakların neler?

APPENDIX I

PSEUDONYM LIST

PARTICIPANT TEACHERS:

1. Müge
2. Hatice

PARTICIPANT STUDENTS:

1. Su
2. Gezgin
3. Metin Ali
4. Eda
5. Duru
6. Deniz
7. Arya
8. Sevda
9. Behzat
10. Öznur
11. Yavuz
12. Hanzade
13. Muhittin
14. Göze
15. Kenan
16. Melissa
17. Zeynep
18. Selen

APPENDIX J

TEACHER REACTION NOTES 1: TECHNOLOGY MODULE

TECHNOLOGY MODULE BY MÜGE

25.02.2013

Today's lesson was based on science and technology and I had asked my students to prepare for the lesson by giving them the links for Fair Phone, fair trade, sweatshops and an article about Nike and Apple over Facebook.

The first stage of the lesson was from the book with an article about flying cars developed by NASA and I started off with a general question "What are the most important technological and scientific developments of our age?" After 2 minutes I got the answers which mainly revolved around the microchip, mobile phones and communication technology in general. I tried to elicit some answers which included medical science and got "face transplant". I told the students to go on with the reading passage twice; once for gist and another time for the detail questions while bearing in mind the reasons for the technological/scientific importance.

When all the answers from the book were answered I simply asked them if they would like such an invention and what the benefits were. Answers varied. Some said it would be a help for the traffic on the ground and others said they could not imagine Turkish drivers in the air causing chaos and accidents. In order to tune in for the next step I asked the students who was the organization that was going to produce flying cars. After getting the answer I tried to elicit who was behind the organization in order to have First World Countries mentioned.

In the next step I divided the class into four groups and gave them some time to discuss the questions below considering the texts (Fair Phone, fair trade, sweatshops and Apple and Nike) they had read. I assigned a group leader for each group.

- 1) Who benefits from science and technology?
- 2) Who does not or cannot? Why?
- 3) When you buy a mobile phone what are the criteria you are looking for? List them.
- 4) In what ways is it different from common smart phones or mobiles? Would you buy one?

Knowing the texts, they had read the answers were quite predictable and generally correct about abusive First World Countries. I had wanted them to think about cost for question 3, but nobody came up with it, so I gave an example of myself looking for the cheapest possible mobile phone at a time when there had been no smart phones. Then asked "What makes a product/phone cheap?" Finally, the answers came "Low wages and exploitation of minerals in Third World Countries." I summed the conclusion up that Third World Countries cannot afford the products they produce and suffer under bad working conditions. If they had the chance people would not work, but since no other choice is on offer these people work. Basically these people suffer because they are poor and are exploited on top of it.

The third step in the lesson was to show the students two videos about river blindness and make them think about how those people could be helped.

They were asked to discuss the following questions in their same groups.

- 1) Can science help?
- 2) If science developed a medicine for this disease who would use it? Define the people who are usually affected?
- 3) If these people do not use the medication what happens?
- 4) How would you help them?
- 5) Read the article now. What did Merck do that most other pharmaceutical firms would not have done. Discuss your feelings.

Basically I tried to elicit the outcome that First World Countries were only interested in profit and those people were left alone with their fate. When students came to the conclusion that First World

Countries would not help I asked them to look at an article about Merck which was given as an example for an ethical case where they donated a drug to cure river blindness. The text was projected on the screen. I gave them time to read it. Here, I had the impression that some of the students lost interest either because they had to read a more challenging passage or they were too tired in the third lesson. In any case, the text might have been too difficult, yet the aim was here still to teach English, so I saw no reason to simplify it because the gist was important.

I also had the impression that the text did not really impress them anymore, either because they were tired or bored? I tried to cut it short here and asked them to consider what we had done in the last two lessons and if we could make any changes to improve Third World Countries' peoples' conditions. Some said they would have to wait until they have graduated and be more powerful.

Finally, I gave them an assignment and showed them change.org. I gave them some info about Açık Radyo, an alternative İstanbul radio channel which broadcasts news away from the mainstream, and told them that there is a 10-minute programme in the morning that discusses change.org news and reports about its successful campaigns and the ones that still need signatures. I suggested they listen to in order to have more info about change.org before they start their action campaigns. They are supposed to create a campaign for next Thursday. I wonder what they are going to turn up with.

13.03.2013

Today's CAP was about taking action via change.org. I had hoped and expected my students to link their campaigns to my lesson about sweatshops and social injustice, but still had not directed them in any way because I left the outcome of this phase open-ended and shifted any responsibility from my side to the students in order for them to take responsibility for their own learning.

I started off by grouping my students and made sure that there was one student in every group who had not visited change.org, which I had already anticipated. Only four had prepared campaigns. Arya, Eda and Deniz's was about the building of a shopping centre in the city centre, which could be used as a recreational area. Gezgin had created a campaign to abolish censorship. They introduced their campaigns on the computer via projector to the other students. Arya asked Gezgin to redefine his campaign because it was not clear which areas it included. Some suggestions were made and I reminded them that there already was a campaign 'internettime dokunma'. I asked the students to discuss in their groups what areas should and shouldn't be censored by the government.

I had pornography on the internet in mind and Gizem first thing suggested it should be abolished, which impressed me, I must admit. Then came sex shops and violence in the media as suggestions, but I was stuck with sex shops because there came quite mixed reactions from the students varying from "it's ok" to "it is sick" (Metin Ali especially). Here, I stopped and asked why some thought it was sick? Were gays and lesbians also sick? Here more people agreed that it was ok, but Yavuz definitely thought gays and lesbians were ill and showed his contempt. Sevda, I had the impression, thought they were ok because it was politically correct to accept gays and lesbians, but was against sex shops. I had the impression she was puzzled and could not make up her mind about what to support. I continued, and reminded them that their parents must have had sex if they were here now. Hanzade said there were a lot of homophobes and Eda added that she had no issues with gays or lesbians and that the reason for this could be that people are afraid of things that they might have a potential to turn into. All in all, it was the girls in the class that were more open-minded towards this issue, whereas the guys (except Gezgin) had some problems with this topic.

To return to our main topic change.org, I asked the class to brainstorm for new campaigns to be started and "stop homophobia" was one of them (Hanzade and Gezgin's group). The assignment I gave them was to start campaigns about issues they felt strongly about and post them on Facebook in our closed group Khalkedonians until the end of term and collect signatures. Yet, they should feel free to sign or refuse, I also told them.

I summed the lesson up by asking why some people had reacted so strongly to sex shops and homosexuals. The class was quite conscious about their reactions and mentioned upbringing, culture, family, society, environment and their subconscious about potential factors to their reactions.

APPENDIX K

TEACHER REACTION NOTES 2: LEISURE MODULE

LEISURE MODULE BY MÜGE

Before today's lesson I was thinking about more creative projects, but came to the conclusion that I am thinking in circles and everything I criticize comes always down to equality and environment. Today's topic in Traveller was Leisure and I was anticipating that most of my students would surely have different hobbies, but nothing for the well-being of others. I was quite right about that, except for one student, Sevda, who said that a friend of hers was reading audios for the blind, which impressed me.

Moreover, I must say that I find the topics in Traveller sometimes so unchallenging and dull that I do not even prepare from Traveller, but think about other alternatives that can be an extension to the unit for further discussion and an extension to their vocab. The reason for this might be that I have been teaching for more than 16 years and every so-called novelty in a course book has been used somehow before. So no novelty in terms of course books! Another point is that I am actually able to make lessons stimulating and interesting enough if it was not for those course books and syllabi that dictate a certain form of learning students most often do not identify themselves with unless I bring in some real-life examples from myself. Since I come from a different background than my students (I lived and was raised in Germany until the age of 16), they are interested to hear when I tell them about how things in Germany were/are. Yet, this is something a teacher should handle with care because one may end up talking about oneself drifting away from the topic. Therefore, my real-life experience is sprinkled in between discussions to show my students a different point of view or a fact that is other than theirs.

I started off with the definition of "leisure" and got the students to give me some. Most were right about "free time" and some said "doing hobbies". I showed them the definition of the word on www.thefreedictionary.com. We went on straight to the book which was about theme parks. I try to elicit the meaning of theme parks. They were not very sure what it was about really. I helped them by giving examples of Euro Disney and Disney World. They got the idea. We started with the book where they had to skim and scan for information about 5 different theme parks in different countries and complete other tasks, which they did in no time. I guess it was not really challenging task wise. I grouped the students into 4 groups with new members and put the following questions on the board to discuss for 5 minutes.

Did you enjoy reading about theme parks? Why? Why not? Explain.

If you didn't what suggestions do you have for the writer of the book?

Does it match the definition of "leisure"? In other words, do people go to them in their free time?

Before I got their answers I said frankly that I found it boring and was wondering why the writers of the books had put this in. I asked who had enjoyed reading about them. To my surprise the majority had (I was not expecting that). Only four people expressed their dislike Eda said she had no feelings towards the texts; neither positive nor negative because it was just "another" reading passage to be done in an English-teaching book. Yavuz said he had hoped to see more pics about them. Sevda added that the texts were too short and first-hand comments from visitors might have been nice. I gave the example of Serengeti Park in Germany where I had been with my family as a kid (<http://www.bremen-tourism.de/serengeti-park-hodenhagen>).

I took up the beginning of our lesson and asked "What do you do in your leisure time?" and told them anything, even sleeping counts and asked them to discuss it with their groups.

Brainstorming with the class: (Answers from the class on the board)

Leisure:

Sports

Friends

Reading books (necessity?)
Films
Video games
Travelling
Sightseeing
Shopping
Translating
Drawing
Writing (blogs, diary)
Productive?
Reading books to blind people

They were also supposed to think if their free time activity was productive. Before I got their answers on the board I asked them what mine were and most of them came up with an astonishing accuracy of them. When the activities had been put on the board I questioned if any of these activities might be for the well-being of others since all of them were for self-satisfaction or development. That was when Sevda told us about her friend who reads for the blind.

I suggested the students improve campus conditions and put some questions up on the board to be discussed in their groups.

What can be done to improve campus conditions?
What is lacking?
What does the campus need?
Who will benefit?

Cars, Stray animals, rubbish, food facilities, canteen, parking, social activities

The pleasant surprise for them was to use the third lesson for each group to walk around on campus and find problem areas to be solved and worked upon. They were free to take pics or videos. They loved it, as one can imagine. By the end of the assigned time they had to be in class in order to write their reports. I took a copy of their reports and asked them to talk briefly about what they found.

Their last activity is scheduled for Monday, where each group will have to give a presentation about their findings to the others and hopefully take action. I am looking forward to Monday April 1st!

1.04.2013

The groups that had visited the campus had to give short info presentations to their peers in order to inform them what they had focused on.

Göze's group (Hanzade, Duru and Yavuz) started first and Göze had put the photos they had shot on FB Khalkedonians to show the class. Göze gave the presentation about problem areas such as rubbish, cigarettes, canteen and parking. Duru only went on by saying that they could not change anything and had to wait until they moved to a bigger campus. I had expected some solutions and it seemed that only Göze was enthusiastic at all. The other members seemed to be floating to Göze's direction.

Sevda's group (Zeynep, Arya and Metin Ali) went on. Sevda started talking and Arya continued and finally Metin Ali. Zeynep did not talk as usual because she is still very shy, but more relaxed in class now. She even smiles now, which she hardly ever did in the first term. So her quietness was not a sign of non-involvement at all to me. She just prefers not to talk usually. The problem areas the group covered were more or less the same as the first group's; plus campus layout, library problems, the prices of the canteen and generally that the campus and classes were too crowded. They had prepared a slide show with problems and solutions, which was impressive. They said that they might write a plea to the rector. I sensed more involvement as a group here.

Eda's group (Öznur, Kenan, Selen) had no slides to show because of a technical problem they should have solved before. They even said they might do it later, but I reminded them of that day's deadline and asked them to do it without slides or pics, which of course influenced the presentation. Their problem areas included internet usage time limit, pollution on campus, parking problems, limited club activities, hygiene in canteen, library (they had interviewed a part-time student employee from the library). Arya interacted and asked if anything had been done to solve the problems in the library and

they replied some had been solved but others still remained. Their last complaint was about security staff that was rude and not very civil to them and would make them come late to the lessons. I made a remark about the security staff's educational background and said that they might be envious of university students who are privileged enough to attend college whereas they might have been deprived of such an opportunity and they might consider their point of view. When I asked what solution they suggested Öznur replied in a helpless manner and said that they had no power as university students to change anything.

Gezgin's group could not perform because Behzat was absent and Su had somehow lost her group on that day and could not work with them. Gezgin was a little disappointed because he had obviously prepared a presentation but was let down by his group members. I felt sorry for him because he is a keen and aware student usually.

APPENDIX L

TEACHER REACTION NOTES 3: ENVIRONMENT MODULE

ENVIRONMENT MODULE BY MÜGE

Finally, I had prepared something on nature and environment, but for me it was no news actually. That's why I was not really excited and in a somewhat lazy mood. I have been doing this for ages. I decided to start off with the definition of "nature" and got various answers from my students. I went on with the definition of biological balance and elicited the term ecology. Before we started off with the reading I wanted the students to help me put up the items that can be recycled.

On the board:

Plastic
Glass
Batteries
Paper
Oil
Medicine

We went on with the reading in Traveller, which was not very intriguing or challenging (neither for me nor for the students), just for the sake of the descriptive phase and the students did the multiple choice and vocab questions in no time.

In the next phase I put the class randomly into 4 groups of 4 and asked them to discuss the questions I put on the board in detail and set a time limit of about 5 minutes.

What do you do for the environment?

What does the government do?

Who is responsible of protecting the environment? Government? Civil organizations?

Lots of answers came from the students that were politically correct and showed some awareness about what "we are told to do" such as, separating garbage and not littering the streets. I went further by asking them what they thought I was doing about protecting the environment and had been expecting a question from their side about that. The question came and my answer was a blank "Nothing." There was a short and astonished silence, which I broke before they thought of me as an insensitive, uncaring individual who did not practice what she preaches. Somehow it was important for me not to disappoint my students. That was the start of my long speech about the environment, my disappointment in environmental policies that are either non-existent or not implemented in Turkey and my not being able to practice my beliefs by giving various personal examples and facts about other countries. That was the part of the lesson where I took over and just spoke and went on speaking with my students watching me talk tongue-tied and interested. I, moreover, told them that in my opinion not much can be changed on an individual scale and that our/their well-meant actions like separating garbage was probably politically correct (also giving the example of the garbage boys for whom separating and collecting garbage was an income and there was no need for us to do it), giving us a clear conscience, but useless considering the damage some factories do to our environment; and if policies are not implemented and people can get away with low fines not even being punished severely for damaging the environment everything will go down the drain. I had pacified the students on the surface, but I am quite sure that some of them were thinking deeply and looking for a solution. I gave examples of cigarettes thrown away thoughtlessly into the sea and how their filters harm sea creatures because they are not bio-degradable; that there are no places where we can dispose of our energy-saving light-bulbs, which are highly poisonous etc... I was very much involved that is why I did not or even could not stop because what I was telling my students something I honestly did care about. I concluded my endless speech with a Cree Indian saying I put on the screen:

Only when the last tree has died
and the last river been poisoned
and the last fish been caught
will we realize we cannot eat money...

The students correctly interpreted it because it was self-explanatory after the previous session.

Finally, I asked them a difficult question “What is nature worth?” and got different answers (I cannot remember them) and made them watch a video on this What is nature worth?

<http://www.youtube.com/watch?v=TartoYpK1yI> <http://www.naturalcapitalproject.org> and another one in order to finish the lesson <http://www.youtube.com/watch?v=iOKPh9XFXb4>.

The videos were straight-forward and very striking. I ended the lesson by asking “What can you do?” and reminded them of www.change.org.

After the lesson I put another video link on our closed Facebook group about “green capitalism”

http://www.youtube.com/watch?v=yzcfsq1_bt8 .

17 of my students saw the link, but I thought it might be difficult for them. I went over the link sometime afterwards in class and realised that my students even though had watched the link had not understood. Therefore, I watched Jizek’s ‘Green Capitalism’ video together with them.

I gave the students a creative phase task. I grouped the students into six, according to the municipalities they live in or are close by. They are supposed to go the municipality and get information about what they do for the environment in that district. If possible students are also going to interview some citizens living in that district to see if what they said from the municipality matches what the citizens say. Then students are going to present what they have found in class.

APPENDIX M

TEACHER REACTION NOTES 4: SUCCESS MODULE

SUCCESS MODULE BY HATİCE

18.02.2013

Today I attempted the first critical literacy practice with my B1 level students. I will try to explain what I did step by step. The day before class I asked my partner to tell the students to think of some questions before they come to class. The topic of the reading text is success and the questions were

1. What is your own definition of success?
2. Do you know someone successful? Why do you think he is successful?
3. What has this person done for the society?
4. Do you think you are successful? Why?

In the first hour I asked them to read the text, answer some comprehension questions and work on vocabulary. They were not very active in this phase. It was a typical class hour when students usually work on their own, do some pair work to compare their answers and finally share their answers open class.

In the second hour I told them to get into groups and wrote the questions I had assigned to them on the board. I asked them to choose a group leader. The group leader's responsibility is to listen to the group members' answers carefully and report them to class. While they were doing this activity, I realized that even very silent students were contributing. No one was silent. Su, who is always too silent, was writing her answer instead of speaking. I think it is an improvement because she used to read during speaking activities. Only Hanzade realized the 2nd question had only 'as subject and asked why. I had written it on purpose to see if they were aware of sex discrimination in written texts or not. Finally, the group leaders started to report. Most of them think success is attained by working hard and describe it by some prestigious occupations in society. Sevda asked 'Do you think you are successful? Why?' I said 'I have different roles as a teacher, mother, wife etc. I sometimes feel successful but sometimes not. They were all listening very carefully. In this personal interpretive phase their motivation was a lot better than the descriptive phase and I can say that this was one of the best classes I had with them.

In the third hour I wrote a few more questions on the board.

1. What jobs are considered unimportant by the society? Who decides that they are unimportant?
2. Can success be only achieved at work or in school?
3. Are there any other forms of success?

They all had some responses here but I want to talk about the ones I find interesting. Metin Ali thinks an orchestra chief has an unimportant job. He says he/she just moves his/her arms. I could have asked 'Do you think art is also useless' here. Eda said 'People think art is unimportant'.

In the last hour we watched a few videos about different success stories-one about a cancer patient, another about an old man who felt happy because he could hear with the help of a hearing-aid device etc. I wanted them to realize that success is not only achieved at young age by healthy people or at work with good educated people.

Finally, I asked them to look at the cover page of the module about success and describe the person to me. They said he was happy, successful etc. No one realized that he was a white European man with blue eyes and blond hair. And success was associated with this MAN. All of them especially girls were really surprised and excited. I asked them to look at some other pictures in the book. They were very surprised to see that women were associated with leisure and fitness while men were associated with technology, science and success etc. Yavuz and Muhittin said men were more successful in science and medicine. I asked them to think of this and told them that we could discuss this in another

class. Sevda said 'Why are we studying this book? It is making sex discrimination.' I was very excited to see their reactions in this phase. I told them to write a letter to the editor to complain about the sexist approach of the book as homework. When they heard the term homework some students did not look very willing so I said 'It is not compulsory. You can write if you want to say something about it. I wonder who will write and am looking forward to reading their ideas about this issue now.'

All in all, I can say that it was a very encouraging experience for me to see my students actively participate in all the activities today.

One week after we had our critical lesson on success, I decided to have students write to the editor of Traveller the letter to complain about the issues of gender in the book. In the last hour of the day I asked them to get into groups and work together to write the letter. Most of them started to complain about having to write something. I told them it was their choice to raise their voice against a discriminating issue or not and added I would not force them to write. Eda and Arya said they really wanted to write and promised to work together and send the e-mail to me to check its grammar before they send it to the editor. I think I will have to rearrange the timing next time we have a critical lesson and ask them to complete the creative active phase within class. For the time being it is the only way to activate them to take action hope as we progress in our studies they will not need to be urged by their teacher but act on their own. Then I will know what we have been trying to do has been successful.

APPENDIX N

TEACHER REACTION NOTES 5: FOOD MODULE

FOOD MODULE BY HATİCE

I cannot say that I did think deeply about this topic and to be honest I am thinking of improvising during the lesson. I had spent many hours contemplating on the questions to be asked during class before and had planned each minute carefully, but those plans did not work as I anticipated. I was expecting answers that I already know from students and I thought my questions would lead them to think just as I do. However, their reflections were not as I expected. That's why I did not spend too much time for preparation now. During the last few months, I have been trying to implement critical literacy, I have learned that all students do not change all of a sudden and they do not think alike (or like I do). This is a process and small steps will be enough because we all learn from this process.

Today our topic is slow food. I want them to realize that slow food widens the gap between the rich and the poor. And I will ask some critical questions to make them think about our consumption habits which also contribute to widening this gap.

This time I started with the personal interpretative phase. During the lesson I gave them the following questions to discuss:

What kind of food do you like eating? Fruits, vegetables, fast food or junk food?
Do you worry about how healthy the food you eat is?
Do you ever think about what pesticides or other chemicals are in your food?
How often do you eat fast food? Why?
Do you ever eat organic food? Why? Why not?
Do you think you should eat more organic food?
Who says fast food is harmful?

Yavuz says 'experts'.

Do you always believe in what experts say? Who are these experts?

Can everyone buy organic food?

Yavuz again says "organic food is for the rich. I will produce and sell organic food in the future to get rich". Su has eaten organic food. Her mother makes yogurt at home but she does not like its taste. I said my son does not like home-made yogurt either. I gave them personal information to attract their attention and they looked interested. Behzat does not talk as usual.

Having read the text, they started to answer the questions (descriptive phase) They all looked bored and unenthusiastic. After this phase, they listened to a podcast for the critical phase.

Critical phase

1. TRUE / FALSE: Listen and decide if the statements below are true (T) or false (F).

- | | |
|---|-------|
| a. Scientists have found that non-organic food is no longer nutritious. | T / F |
| b. The article suggests people shouldn't waste money on organic food. | T / F |
| c. Research says vitamin content in organic/non-organic food is the same. | T / F |
| d. The researcher said there was more phosphorus in non-organic food. | T / F |
| e. The researcher said people should think more about pesticides. | T / F |
| f. Non-organic food in the U.S. contains pesticides over acceptable limits. | T / F |
| g. The researcher advised people to buy more fruit and vegetables. | T / F |

h. Spending on organic food in the USA has doubled since 1997.

T / F

Discuss

Do you think organic food could be a marketing trick?

Do you always believe the claims of companies who push their "healthy" food on us?

This phase aimed at raising their awareness on the marketing of organic food. They realized that nonorganic food is as nutritious as organic food.

Finally, for the creative phase, they will go to an organic bazaar tomorrow and ask questions to both customers and sellers. They will present it on Friday.

What kind of products are sold in the "organic marketplace"?

Compare the prices of at least 5 products in the "organic marketplace" to the local market.

Interview the sellers and/or customers in the market.

1. What kind of people buy organic products? Age-jobs-income level etc

2. Do sellers consume organic food? Can they afford organic food? Why?

Your own questions...

10.04.2013

I was in class with the students for the first two hours. We revised the topic for an hour and the students formed groups to prepare questions for the bazaar interviews. Then, we walked to the organic bazaar together. It took about 15 minutes to walk to Özgürlük Park. Sevda was the only one missing in class today. Once students were in the bazaar, they were timid at first but got used to the idea very fast and started observing the place and started asking questions to the customers and the salespeople. Students were coming to me to share their experience and I was having small talks with them. We were questioning why people were saying certain things and what could be the implications behind. They took pictures, took notes, ate some fruit, and shared ideas. We left the bazaar after an hour and I told them to get prepared for Friday for presentations. They seemed to be happy to be able to question what is normalized (the prices are the same, usual customers coming all the time, salespeople have an education background and from different professions, their products are risk-free, they symbolize safety etc.) Let's see what the students will say about their observations...

APPENDIX O

TEACHER REACTION NOTES 6: EDUCATION MODULE

EDUCATION MODULE BY HATİCE

12.03.2013

Today our subject was education and the students read a text about the education system in Finland. After they read the text and answered the comprehension questions, I told them to get into groups of three or four. My aim was to make them question their own foreign language learning experience and come to the conclusion that the reason why they have not been able to learn English might be because of their dependency on native forms or obsession of achieving native-like fluency.

Personal interpretive phase

‘How do you feel when you can not express yourself in English? Demotivated, discouraged, furious, depressed, resentful etc.’

This question was asked to urge them to reflect on their feelings about language learning. Not to my surprise, most of them stated that they feel one or more of the feelings I listed for them above when they can not express themselves in English. The next question was asked to question if they were ever aware of the fact that they would never be able to speak like a native speaker.

Do you think you can achieve a native-like fluency if you work really hard? Why? Why not?

To my surprise, most of them think if they live in an English speaking country for a long time, they will speak without an accent. Only some said it was not so important to speak like a native and accents should be tolerable.

What kind of English do you learn at school? American or British?

Would you like to learn other varieties of English?

By asking the above questions, I meant to make them see that there exists some varieties of English other than the British or American.

Most students said they would like to learn American English. Gezgin said he would like to learn British English and he felt demotivated, discouraged, furious, depressed, and resentful when he cannot express himself in English. Only one student, Göze, said she likes Indian accent in English, and she was the only student who knew about World Englishes. All the others only listed Ireland, Scotland, Australia, Canada and New Zealand when asked if other varieties of English exist in the world.

Critical phase

Then I let them watch some videos and listen to some podcast to raise their awareness of different varieties of English and lead them to question the hegemony of British and American versions in language teaching or learning. While they were watching, stopped the videos from time to time and asked questions. I learnt that they had never heard Singaporean, Chinese or Hawaiian English before. They all looked surprised while watching and some of them were laughing. In the first video, they watched two international students and liked the accent of the Russian man who had native instructors in his own country. He could speak more fluently and with less accent than the Arabic man, and all the students said they liked the Russian student’s English.

After they watched the videos I gave them the following questions to discuss in groups and then give feedback to class.

Do you know any countries where English is spoken as a native language/second language/foreign language? What is the difference between these terms?

Having a teacher who is a native speaker is more important than a teacher's teaching ability. Do you agree or disagree? Why? Why not?

How many people speak English as a native language? How many people speak English as a second or foreign language? Who does English belong to? Only native speakers or everyone who uses it to communicate?

What is standard English?

Do you need to learn only 'standard English' to communicate with people around the World?

Why do course books published for overseas students have only British or American versions? What about Traveller (This is the book we are using this year)?

My purpose to ask them the questions above was to encourage them to question the concept of native speakerism and object to standardization in teaching. However, I did not get what I expected. I think it was because they needed more exposure to the topic by reading or listening. They did not look so interested in the second part of the discussion because they did not fully understand what the terms standard, native speaker etc. stand for. This might be because too many questions and too long speaking activities might have bored them or they might think that the subject is not so interesting. However, the answers I got for the questions proved that they now were aware of the existence of different varieties of English and could be more tolerable to them in the future. I think they need more exposure to the concept of ELF.

Creative phase / Writing task

The last hour was spent on writing a letter of complaint to the publisher of the book we are using this year.

Many course books which are published for use in overseas countries have a native speaker approach which idealizes only standard forms of English and thus demotivates learners who are unlikely to achieve native-like fluency.

Write a letter of complaint to the editor of the course book you are studying this year and tell him/her how you feel about this issue.

Here are some sentences from the students' letters to the publisher.

'As a nonnative speaker who is trying to learn English and using your book, I always listen to people who are native speakers and have British accent. Because my mother tongue is not English, I will never be able to speak like those people in the book and it discourages me. I am sure that there are lot of people like me. These books should include more nonnative speakers and different accents to motivate us.'

'Since English belongs to the whole world and two billion people speak this language, it is not possible to standardize it'.

'Students should learn different accents to avoid difficulties to understand each other in the future.'

'We are students who are studying in Turkish schools. This situation is annoying us. We need to learn English as a global language'.

Links

<http://www.youtube.com/watch?v=0XT04EO5RSU>

<http://www.youtube.com/watch?v=8t5tEFyCTno>

<http://www.youtube.com/playlist?list=PLC7153219302D4E89>

http://www.youtube.com/watch?v=PFam_otPt9Q

APPENDIX P

AN EXAMPLE OF THEME CODING FRAMEWORK

Coding of Post Semi-Structured Student Interviews

1. Category: Self-related

Initial Codes

1.1. Themes of term comparison:

a. Related to improvement	b. Related to feelings
Improved my personal self a* Different in all ways b* c* d* ye* Beneficial c* ez* h* ö* t* Learned a lot during projects c* mer* Learned from reactions c* Shared with other classes ez* English contribution ezgi* f* g* k* sev* Shared experiences k* ö* Speaking better mer* Writing better merv*sev* Not studied much es*	Intensive b* g* merv* seh* Fast d* f* Enjoyable d* f* g* h* merv* ö* t* Bored seh* y*

1.2. Themes of motivation comparison btw terms:

a. Related to interaction & sharing	b.. Related to improvement	c. Related to feelings
Teachers valued what we said a* Projects helped us share our realities b* g* mer* Critical discussions d* es* More interaction d* t* Learned from each other d* The projects help us connect es* f* öz* t* ye* constructive perspective ez* Started real talk ez* outdoor tasks g* hüm*	Ideas that improve my thoughts es* Positive respond ez* more concentration merv* more improvement merv*	sincere environment k* more comfortable k* more confidence merv* more energetic sev*

1.3. Themes of confidence:

a. CL modules real life tasks	b. CL modules inclass effect
Outdoor activities (real life tasks) like on campus tasks, organic bazaar, municipality a* hüm* k* ye*	Projects provided us with self esteem b* c* d* hüm* mer* merv* öz* t* With time es* More consciousness more confidence ez* hüm* t* Topics related to my background knowledge f* hüm* t* Reactions due to bewilderment g* Motivation due to reactions g* t*

1.4. Themes of feeling uneasy:

a. lack of awareness	b. lack of time/confidence/English
got irritated due to lack of knowledge about campaigns se* uneasy due to lacking awareness towards issues like iphone, nike öz* felt ignorant due to not considering issues in different perspectives before g* if topic was very different b*	always/sometimes due to English y* a* left behind ye* t* k* if not on track sev* sometimes felt projects turned out not as good as it could be es* faced my fears like speaking in front of public hüm*

1.5. Themes of prep student feeling

a. personal development	b. academic development
my friends from other class are jelious, curious t* b* I am different now t* b* Prep contributed a lot to my personal development merv* Became an aware/more conscious person m*k* a* Understood why I came to university- to think critically g* d* became more self-confident ez* More open to talk h* /could speak easier, more confidently ez* felt lucky d* was a life experience d* more comfortable, more fun c*	issues needing thought merged with English made me feel better ye* g* b* Second term better with projects öz* g* More research-oriented h* b* Socio-cultural development f* it was like we were studying sociology f*

1.6. Themes of entering class

a. positive	b. negative
better than the first term ye* comfortable t* ö* f* d* wondering what/if there will an interesting topic of the day merv* f* g* d* happy m* f* ez* c* b* a* more self-confident k* sorry that prep is ending hüm* ez* enjoying the atmosphere g* ez*	sleep y* es*

1.7. Momentous experiences

a. shared with someone	b. shared the issues
boosting about the project class with other prep classes y* ye* discussing the in-class topics with other friends/ with family t* s* öz* merv* m* k* hüm* g* f* ez* es* d* b* a* relatives d* shared within class friend after class c*	different Englishes s* organic bazaar/slow food t* g* ez* mer*a* gender m* hüm* f* shared all projects m* d* education k* municipality, media, consumer consumption hüm* ez* languages merv* g* b* municipality f* nation state c* child labour mer*

1.8. Themes of motivated the most

a. about CL	b. about something else
interviews y* organic bazaar y* gender/meeting Efe's LGBT group öz* mer* conditioning project d*/Kurdish issue merv* g*/nation state c* working on taboos k* all projects ez* speaking tasks a*	short film f* speaking with you b*

1.9. Themes of discouragement

a. about CL	b. about something else	c. no discouragement
H. hoca didn't let me answer sth about the petition mer* hüm* Not being able to convince others g* My group friend f* a*	homework y* Not being able to speak Turkish c*	none öz* s* t*ye* merv* k* d* b*

1. 10. Themes of expectations

a. impact on the self	b. impact on others
will carry traces of this project ye* es* project and English will contribute to my further studies s* f* was regretful with my department but now happy because I will enjoy politics merv* might do a master's on sociology k* will study sociology, happy to be in this class hüm* research, thesis, spreading consciousness around g* wish I was studying social sciences, maybe can pen up a blog ez* specialize in gender issue b* viewpoint has changed, might search for my Armenian background t* will not believe in everything said and written, will have a critical look ö*	need to work with NGOs, set up campaigns to point out issues mer* spreading consciousness around c* will buy the suggested books and read them, my viewpoint has completely changed, will look into everything with more information, research d* contribute to social responsibility projects a* will get into politics club b*

(Final) Merged Codes

- in-and out-class interaction
- knowledge-sharing
- self and language improvement
- conscious raising

2. Category: Material- related

Initial Codes

2.1. Themes of pilot study

a. Related to interaction & sharing	b. Related to improvement
To analyze our living space, place b* k* merv*	Language learning became fun hüm* es*
To respect other opinions and choices k*	To look critically at issues b* ez* d* g* k* merv*
Interactive- student centered education öz*	Connected us to lessons f*
	Not only education but to be activists g*

2.2. Themes of implementation:

Modules/phases to be analyzed separately
Success: petition a* ez* f* g*
Cover picture of the unit b* ez* k* t* ye*
Video f*
Education: different Englishes b* c* d* e* k* öz* hüm*
Petition g*
Video k* mer* öz* t*
Food: Organic bazaar visit & interview a* f* b* c* d* ez* f* g* hüm* k* mer* merv* öz* hüm* t* y*
Technology: video a* f* merv*
Article b* d* ez* merv* öz* t* ye*
Campaign k* mer* merv*
Leisure: campus visit & interview a* b* f* g* k* mer* merv* hüm* ye*
Environment: municipality visit & interview a* b* c* d* ez* f* g* hüm* merv* hüm* t* ye* y*

2.3. Themes of materials used:

a. course book	b. academic book	c. projects
Traveller ok es* hüm*	Leaps good c* d* g*	Project materials/questions
Traveler same topics	hüm*k* merv*	made me think d* ez* f* hüm*
boring a* c* merv**	öz*sev*t*ye*y*	k*öz*sev*ye*
s*sev* t*ye*	Leaps ok a* b* ez*	
Traveller not related to us	Leaps boring es*	
k* y*		

(Final) Merged Codes

a. critical discussions and projects

b. connecting experiences

3. Category: Class- related

Initial Codes

3.1. Themes of pilot class expectation

a. feelings	b. tasks
<p>felt worried k* ez* k*</p> <p>happy sev *</p> <p>surprised g* ez*</p> <p>privileged mer* es*</p> <p>more homework/more tasks so worried</p> <p>hüm* f* d* b*</p>	<p>group work t*</p> <p>projects t* s* merve* f* d*</p> <p>different textbook öz*</p> <p>surveys d*</p> <p>official work a*</p>

3.2. Themes of interactions

a. positively affected (more group work more interaction)	b. negatively affected
<p>more interaction due to projects ye*</p> <p>hüm* f* d*</p> <p>close/sincere relations due to group work t* f* c* b*</p> <p>more opinions shared, more respect developed, more discussion k* ez*</p> <p>more close relations due to out school tasks g* d*</p> <p>group work led to more interactions that helped me share b*</p> <p>discovered others a*</p> <p>warmer due to passing time es*</p>	<p>not so close to some seh* m*</p> <p>too comfortable attitude from students</p> <p>sometimes Hatice t. gets demotivated öz*</p> <p>grouped mer*</p>

3.4. Themes of observer

a. change	b. no change
<p>behaved more like a project class y* d* c*</p> <p>when you were with the groups more active work t* hüm* f* d* a*</p> <p>students more willing/ wanted to hear your opinions too sev* f*</p> <p>felt even closer to you than our own teachers mer*</p>	<p>got used to you ye* merv* k* b*</p> <p>no change se* g* c*</p> <p>we liked you a lot but not as a part of the class öz*</p> <p>you were like our teacher ez*</p>

(Final) Merged Codes

a. genuine interaction

b. building rapport

4. Category: Teacher-related

Initial Codes

4.1. Themes of relationships

a. positive change	a. negative change
<p>good ye*</p> <p>P. teacher changed in a positive way t* öz* merv*</p> <p>B. teacher always the same great/sincere teacher t*</p> <p>sev* se* merv* hüm*</p> <p>B. teacher was more like an inclass educator, H.</p> <p>teacher was better outside mer*</p> <p>Both teachers thoughtful and comfortable k*</p> <p>They were more friends g*</p> <p>B. teacher was more active f*</p> <p>Mutual love ez*</p> <p>We were more motivated in B. teacher ez* es*</p> <p>More awareness more liking es*</p> <p>Relations changed from teacher-student to a more equal base d* b*</p> <p>Both teachers good quality personality, teaching ways c*</p>	<p>accusation y*</p> <p>P. teacher changed in a negative way se*</p> <p>P. teacher reacted tough to me once hüm*</p> <p>Got more bored in P. teacher f*</p>

(Final) Merged Codes

a. building trust

b. building rapport

5. Category: Proficiency-related

Initial Codes

5.1. Themes of satisfaction:

a. improvement in skills	b. improvement in self
<p>Presentations a*f* hüm* öz*</p> <p>Academic writing b* ez*m*öz* sev*y*</p> <p>Speaking b* d* ez* kev*m*öz*</p> <p>Listening b*</p> <p>Grades increased d*</p> <p>Reading/comprehension ez*</p> <p>(Academic) Vocabulary f* g* kev*mer*</p> <p>translation hüm* kev* t*</p>	<p>Viewpoints* c*</p> <p>Self-esteem b*</p> <p>More attention es*</p>

5.2. Themes of bonus question

a. Related to improvement	b. Related to self
Did because covered in class a* es* ez*hüm* t* Was already aware of the issue b* es*öz*sev*y* Discussion in class on obesity affected her beforehand c* In class questioning of topics c* d* ez* f* g*mer*öz* ye*	I changed d* kev* I became more critical d* g*m* s*

5.3. Themes of answering bonus question:

a. Related to improvement
Vocabulary a* c* es* ez* kev*m*s* Terminology b* d* f* öz* Fluent writing g* y* Could express myself b*

(Final) Merged Codes

a. skill improvement

b. self-improvement

APPENDIX R
INSTITUTION’S CONSENT LETTER

07 /11 /2012

Dear Head of Foreign Languages Department,

I am a doctoral student at Boğaziçi University. In autumn 2012, I will begin my dissertation research which focuses on exploring the interactions and negotiations among teachers and students in an English preparatory class regarding material use and teaching. This research study will be useful for gaining deeper insights into curriculum studies in English-as-a-foreign-language contexts.

I am going to collect data through on-site observations in an intermediate level English language classroom and interviews with the teacher and students and audio-tapes. My role in the classroom is that of a participant observer. The duration of my on-site observations is seven months- from November 2012 to May 2013. The data and materials collected for the purposes of this study will be confidential and the participating teacher’s and students’ names will not be reported throughout the study. At the end of the study, I will share the results of the study with your institution.

If you would agree to participate in the study, could you please let me know? If you have further questions, you can contact me at minederince@yahoo.com (0532 403 9427). Thank you in advance.

Sincerely,

Zeynep Mine Derince
PhD. Candidate
Foreign Language Education Programme
Boğaziçi University

APPENDIX S

TEACHER'S CONSENT FORM

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT.

PURPOSE

This study is being conducted by the researcher, Zeynep Mine Derince, as her PhD dissertation. The purpose of the study is to explore the interactions and negotiations among teachers and students in an English preparatory class regarding material use and teaching. This research study will be useful for gaining deeper insights into curriculum studies in English-as-a-foreign-language contexts.

PROCEDURES

By agreeing to participate, I consent to the following activities:

*being observed by the researcher during English courses I give.

*participation in audio-taped semi-structured and focus-group interviews when I am available either at the beginning or the end of class.

*taking field notes during the second semester (February-May 2013).

CONFIDENTIALITY

My name will only be known to the researcher. All references to me in conference presentations, papers, and articles will be used as a pseudonym. Only the researcher will have access to the field notes and audio tapes produced by my participation in this study. I have the right to withdraw from the project at any time; if I do so, all audio tapes on which I appear will be destroyed.

CONTACTS

If I have additional questions about the research, I can contact the researcher as follow:

Zeynep Mine Derince minederince@yahoo.com 0532 403 9427

USE OF RESEARCH

I give the researcher permission to use material from my consultation and interview as follows and have initiated those uses to which I agree

_as data to be analyzed and reported in dissertation

_as transcribed data to be presented in papers at professional conferences

_as transcribed data in articles to be published in academic and professional journals

_as transcribed data to be published in academic and professional book chapters and books.

I may withdraw permission for any or all of the above uses at any time and for whatever reason.

AUTHORIZATION

Before giving my consent by signing this form, the methods, inconveniences, risks, and benefits have been explained to me and my questions have been answered. I may ask questions at any time and I am free to withdraw from the project at any time without causing bad feelings. New information developed during the course of this study which may affect my willingness to continue in this research

project will be given to me as it becomes available. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

Name and Surname _____

Signature _____

Date _____

APPENDIX T

STUDENTS' CONSENT FORM

I AM BEING ASKED TO READ THE FOLLOWING MATERIAL TO ENSURE THAT I AM INFORMED OF THE NATURE OF THIS RESEARCH STUDY AND OF HOW I WILL PARTICIPATE IN IT, IF I CONSENT TO DO SO. SIGNING THIS FORM WILL INDICATE THAT I HAVE BEEN SO INFORMED AND THAT I GIVE MY CONSENT.

PURPOSE

This study is being conducted by the researcher, Zeynep Mine Derince, as her PhD dissertation. The purpose of the study is to explore the interactions and negotiations among teachers and students in an English preparatory class regarding material use and teaching. This research study will be useful for gaining deeper insights into curriculum studies in English-as-a-foreign-language contexts.

PROCEDURES

By agreeing to participate, I consent to the following activities:

*being observed by the researcher during English courses I attend.

*participation in audio-taped semi-structured and focus-group interviews when I am available either at the beginning or the end of class.

*taking field notes during the second semester (February-May 2013).

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CONTACTS

If I have additional questions about the research, I can contact the researcher as follow:

Zeynep Mine Derince minederince@yahoo.com 0532 403 9427

Name and surname: _____ Signature: _____

Date: _____

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