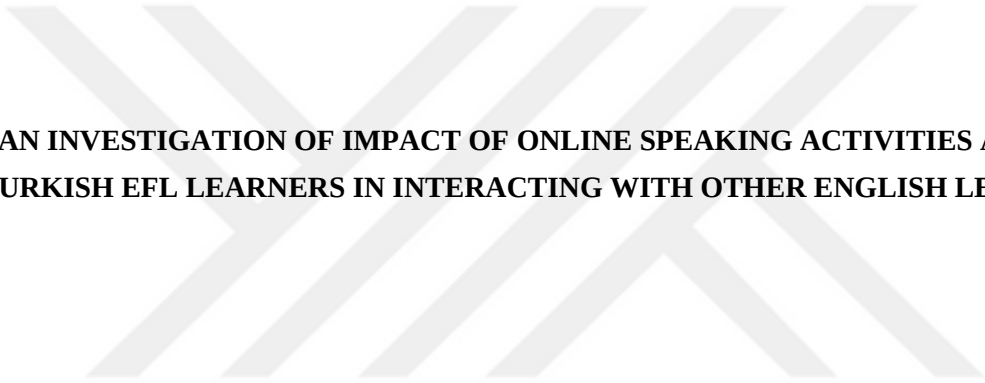


**KARADENİZ TECHNICAL UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

APPLIED LINGUISTICS MASTERS'S PROGRAM



**AN INVESTIGATION OF IMPACT OF ONLINE SPEAKING ACTIVITIES AMONG
TURKISH EFL LEARNERS IN INTERACTING WITH OTHER ENGLISH LEARNERS**

MASTER'S THESIS

Ayşe GİRĞİN ÇATAN

JULY- 2024

TRABZON

**KARADENİZ TECHNICAL UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES**

DEPARTMENT OF WESTERN LANGUAGES AND LITERATUR

APPLIED LINGUISTICS MASTERS'S PROGRAM

**AN INVESTIGATION OF IMPACT OF ONLINE SPEAKING ACTIVITIES AMONG
TURKISH EFL LEARNERS IN INTERACTING WITH OTHER ENGLISH LEARNERS**

MASTER'S THESIS

Ayşe GİRGİN ÇATAN

Supervisor: Prof. Dr. Mustafa Naci KAYAOĞLU

JULY - 2024

TRABZON

APPROVAL

Upon the submission of the dissertation, **Ayşe GİRGIN ÇATAN** has defended the study “**An Investigation of Impact of Online Speaking Activities among Turkish EFL Learners in Interacting with Other English Learners**” in partial fulfilment of the requirements for the degree of Master of Arts in Applied Linguistics at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous / majority on 19.09.2024.

Committee Member		Decision		Signature
Name and Surname	Mission	Accept	Refuse	
Prof. Dr. Mustafa Naci KAYAOĞLU	Supervisor	☐	☐	
Prof. Dr. Gencer ELKILIÇ	Member	☐	☐	
Dr. Öğr. Üyesi Öznur SEMİZ	Member	☐	☐	

Approval of the Graduate School of Social Sciences.

Prof. Dr. Tülay İLHAN NAS
Director

DECLARATION OF ORIGINALITY

I, **Ayşe GİRĞİN ÇATAN**, hereby confirm and certify that;

- I am the sole author of this work and 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,
- This work contains no material that has been submitted or accepted for a degree or diploma in any other university or institution,
- All data and findings in the work have not been falsified or embellished,
- This is a true copy of the work approved by my advisor and thesis committee at Karadeniz Technical University, including final revisions required by them.
- I understand that my work may be electronically checked for plagiarism by the use of plagiarism detection software and stored on a third party's server for eventual future comparison.
- I take full responsibility in case of non-compliance with the above statements in respect of this work.

Signature.....

Date: 26.07.2024

ACKNOWLEDGEMENT

I would first like to express my deepest gratitude and sincere thanks to my thesis supervisor, Prof. Dr. Mustafa Naci KAYAOĞLU, for his continuous support and conscientious guidance of this research. I am sincerely thankful to him for sharing his valuable knowledge with me and spending his time to direct me to the right path.

I am also grateful for my thesis committee: Prof. Dr. Gencer ELKILIÇ and Dr. Öğr. Üyesi Öznur SEMİZ for reviewing my thesis and providing precious feedback and suggestions.

I would also like to express my sincere thanks to my husband for his endless support and patience throughout my thesis process.

July, 2024

Ayşe GİRĞİN ÇATAN

TABLE OF CONTENT

ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS.....	V
ÖZET.....	VII
ABSTRACT	VIII
LIST OF TABLES	IX
LIST OF ABBREVIATIONS.....	X

INTRODUCTION.....	1-2
-------------------	-----

CHAPTER ONE

1. FRAMEWORK OF THE STUDY.....	3-6
1.1. Problem Statement	3
1.2. Aim of the Study	4
1.3. Significance of the Study	5
1.4. Limitations of the Study.....	6
1.5. Theoretical Framework	6
1.6. Overview of Methodology	6

CHAPTER TWO

2. LITERATURE REVIEW.....	8-32
2.1. A Brief History of EFL Classroom Environment in Türkiye.....	8
2.2. Theoretical Framework	10
2.2.1. Motivation.....	10
2.2.1.1. Motivation Types in EFL Setting	13
2.2.1.2. The Attitude/Motivation of EFL Learners.....	16
2.2.2. Lingua Franca in EFL Setting.....	18
2.2.2.1. Speaking Skill.....	23
2.2.2.2. Intercultural Competence.....	24
2.2.2.3. ELF and Language Acquisition.....	25
2.3. Foreign Language Aptitude.....	26
2.4. Technology-Enhanced Language Teaching	28
2.5. Previous Studies	30

CHAPTER THREE

3. METHODOLOGY	33-58
3.1. Design of the Study	33
3.2. The Research Setting.....	36
3.3. The Participants and Study Implementation	36
3.4. Data Collection	39
3.4.1. Data Collection Procedure	46
3.4.2. Data Collection Instruments	48
3.4.2.1. AMTB.....	49
3.4.2.2. Llama Test	49
3.4.2.3. OPT.....	50
3.4.2.4. Speaking Assessment.....	51
3.4.2.5. Post-event Diaries	52
3.4.2.6. Follow-up Interviews.....	52
3.5. Validity and Reliability Issues	52
3.6. Positionality	54
3.7. Trustworthiness and Reflexivity	55
3.8. Data Analysis	57

CHAPTER FOUR

4. FINDINGS AND DISCUSSION	59-96
4.1. Demographic Profile	59
4.2. Findings.....	60
4.2.1. Findings Related to the Students' Attitude/Motivation, Proficiency of Foreign Language, Speaking Performance and Impressions Regarding Online Extracurricular Speaking Activities Using English Language as a Lingua Franca	60
4.2.2. Findings Related to the Correlation among Students' Language Learning Capacity, Attitude/Motivation, Proficiency of Foreign Language, Speaking Performance Regarding Online Extracurricular Speaking Activities Using English Language as a Lingua Franca	79
4.2.3. Supplementary Insights from Teacher Reflections	81
CONCLUSIONS AND IMPLICATIONS.....	92
REFERENCES	103
APPENDICES	119
CURRICULUM VITAE	137

ÖZET

Bu çalışma, İngilizce' nin ortak dil olarak kullanıldığı topluluklarda, Türk öğrencilerin çevrimiçi konuşma etkinliklerinin dil eğitimine dahil edilmesinin öğrenci motivasyonu, dil yeterliliği ve iletişimsel yeterlik üzerindeki etkisini araştırmayı amaçlamaktadır. Araştırmanın örneklemini Rize Ardeşen'deki bir ortaokulda öğrenim gören, yabancı dil olarak İngilizce öğrenen 14 Türk öğrenci oluşturmaktadır. Bu karma yöntemli vaka çalışmasında nitel ve nicel araştırma gelenekleri birleştirilmiştir. Bu çalışmada, Türk öğrencilerin, Asya, Afrika, Avrupa ve Amerika kıtalarında bulunan 14 ülkeden, İngilizce' yi yabancı dil olarak öğrenen 158 öğrenciyle çevrimiçi ders dışı konuşma etkinliklerine katıldığı, yarı deneysel bir araştırma tasarımı kullanılmıştır. Triangülasyon ve tutarlı veriler sağlamak için anket, test, günlük, görüşme ve öğretmen gözlemlerinden faydalanılmıştır. Görüşmelerden elde edilen nitel verilerin değerlendirilmesinde tematik analiz, test ve anketlerden elde edilen niceliksel verilerin analizinde ise SPSS (versiyon 22) kullanılmıştır. Öğrenci görüşlerinden elde edilen bulgular, ortak dil olarak İngilizce, kültürlerarası iletişim ve dil kaygısının üstesinden gelinmesi gibi bir dizi temanın yaygın olduğunu ve ayrıca İngilizce' ye ilişkin motivasyon ile dil yeterliliği arasında anlamlı ilişkiler olduğunu ortaya koymuştur. İngilizce' yi ortak dil olarak kullanan bu ders dışı çevrimiçi konuşma egzersizinin kültürel yönü ile ilgili olarak, bulgular, Türk öğrencilerin farklı kültürel kökenden gelen İngilizce' yi yabancı dil olarak öğrenen akranlarıyla olan etkileşimlerinin, onların kültürler arası farkındalıklarını artırdığını göstermektedir.

Anahtar Kelimeler: Ortak Dil Olarak İngilizce, Kültürlerarası Farkındalık, Yabancı Dil Olarak İngilizce Öğrenen, Çevrimiçi Konuşma Etkinlikleri

ABSTRACT

This study attempts to investigate the impact of incorporating online speaking activities in ELF (English as a lingua franca) communities into language education on student motivation, linguistic proficiency, and speaking performance. Fourteen EFL students from a Secondary School in Ardeşen, Rize constitute the study's sample. Qualitative and quantitative research traditions are combined in this mixed-methods case study. It used a quasi-experimental research design in which participants engaged in online extracurricular speaking activities with 158 overseas EFL students from 14 countries from Asia, Africa, Europe, and America continents. Surveys, questionnaires, journals, follow-up interviews and observation by teachers were used to gather the data, assuring triangulation and consistent data. Thematic analysis was used to evaluate the qualitative data from the interviews, and SPSS (version 22) was used to analyze the quantitative data from the survey and questionnaire. The findings of student reflections reveal that a number of themes were prevalent, such as English as a lingua franca, intercultural communication, and overcoming language anxiety as well as significant correlations among motivation regarding English and language proficiency. Regarding the cultural aspect of this extracurricular online speaking exercise using English as a lingua franca, the findings indicate that Turkish students' interactions with EFL peers from various cultural backgrounds raised their cross-cultural awareness.

Keywords: English as Lingua Franca, Intercultural Awareness, EFL, Online Speaking Activities

LIST OF TABLES

Table No	Table Name	Page No.
1	Methodology of the Study	35
2	Descriptive Data of the Teachers.....	37
3	Descriptive Data of the Students	39
4	Greetings of Overseas Countries	41
5	The lesson plan with overseas countries.....	45
6	The lesson plan with overseas countries (Extra activities)	46
7	Descriptive Data of the Students' Level of English Proficiency	47
8	Schedule of the Overseas Sessions	48
9	Speaking Rubric.....	51
10	Case study tactics of the study	53
11	Demographic Characteristics of Participants.....	59
12	Reliability of AMTB with Reversed Coded Items... ..	60
13	Wilcoxon Signed Ranks Test Comparing Pre-AMTB and Post-AMTB Results	61
14	Paired Sample T-test Comparing Pre-OPT, Post-OPT, Pre-Speaking, Post-Speaking Results... ..	62
15	Spearman's rho Correlations among Llama, AMTB, and OPT Results.....	80

LIST OF ABBREVIATIONS

A1	: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type
A2	: Basic users of the language
AMTB	: Attitude and Motivation Test Battery
CANAL-F	: Cognitive Ability for Novelty in Acquisition of Foreign Language
CEFR	: Common European Framework Reference
EF EPI	: The EF English Proficiency Index
EFL	: English as a Foreign Language
EIL	: English as an International Language
ELF	: English as a lingua franca
ELT	: English Language Teaching
EMI	: English Medium Instruction
ENL	: English as Native Language
ESL	: English as a Second Language
EU	: The European Union
Hi-LAB	: High-Level Language Aptitude Battery
ICT	: information and communication technology
L1	: First language
L2	: Second Language
LGS	: High School Entrance Exam
LLAMA	: An assessment tool for language aptitude
MLAT	: Modern Language Aptitude Test
MoNE	: The Ministry of National Education
NNS	: Non-Native Speaker
NS	: Native Speaker
OPT	: Oxford Placement Test
SLA	: Second Language Acquisition
TELL	: Technology-Enhanced Language Learning
TEPAV	: The Economic Policy Research Foundation of Turkey
TESOL	: Teaching English to Speakers of Other Languages
Wes	: World Englishes
WTC	: Willingness to Communicate in a Second Language
YKS	: University Entrance Exam

INTRODUCTION

The field of language education in Türkiye is dynamic and complicated, impacted by many different variables, but one that stands out particularly is a deficiency in motivation among Turkish students in learning and using English for goals other than passing high-stake exams, such as the YKS (University Entrance Exam) and LGS (High School Entrance Exam). The Ministry of National Education (MoNE) incorporates language skills into the curriculum and English instruction begins in the early stages of elementary school in Türkiye; however, the level of self-expression in English speaking proficiency has not been attained yet. After the educational reform in 1997, students were introduced to English in the fourth grade and later in the second grade in 2012. For academic internationalization, students must be able to communicate in foreign languages successfully and efficiently. Accordingly, research on English as a foreign language instruction in Türkiye has concentrated on ways to improve teaching methods. Studies on curriculum evaluation and research indicate that teaching and learning foreign languages in Türkiye presently face a number of challenges (The Economic Policy Research Foundation of Turkey (TEPAV) and British Council, 2014). For students, English is often perceived solely as a means to prepare for exams or utilize textbooks to achieve specific goals. Standardized exams such as LGS and YKS stand out as crucial turning points in Turkish students' academic careers. These tests, which are frequently referred to as high stakes, act as gatekeepers for educational possibilities and professional prospects, having a significant impact on both the hopes and destinies of the person and the country. The challenge of educating students to perform well on the high-stake tests goes beyond pedagogical considerations; it is a serious obligation with implications that extend beyond the classroom. Success on these tests opens doors to colleges and future employment opportunities. Therefore, it is crucial to give students the abilities they need to succeed in these tests. The skills required to speak in English on a daily basis are not acquired by students who learn the language in order to meet their short-term objectives.

The contradiction is that an important number of students taking English as a Foreign Language (EFL) have difficulty achieving the appropriate levels of language competence despite the continuous emphasis on the four skills given importance at the curriculum. Accordingly, speaking skills are not acquired adequately in language teaching in the current educational setting. Dağtan and Cabaroğlu (2021) found that the students' failure to acquire fluency and confidence in their English speaking abilities was mostly caused by a lack of appropriate settings in which to practice speaking the language. This paradoxical result stimulates investigation into the elements that lead to the discrepancy between pedagogical purpose and learning results and calls into question the efficacy of existing educational practices.

An examination of the Turkish EFL education context is undertaken in this study in light of the students' language learning capacity, attitude/motivation, and language performance on the journey of experiencing English as Lingua franca. In order to provide light on the complicated relationship of factors that affect language learning results, it tries to delve thoroughly into the experiences of Turkish EFL learners within the framework of this study. English is not simply a subject; it is a unifying force that serves as a bridge between the nations of the world, as students can understand through activities in which they introduce themselves by speaking English with students from other countries whose native language is different. They will be inspired to bridge the gap between the English they presently speak and the English they wish to speak in order to achieve their goals.



CHAPTER ONE

1. FRAMEWORK OF THE STUDY

This chapter involves: background to the study, problem statement, aim of the study, research questions, significance of the study, theoretical framework, overview of methodology, and limitations of the study.

1.1. Problem Statement

The main problem is a lack of motivation on the part of students, who see English mostly as a means of preparing for tests or studying textbooks in order to achieve immediate goals. There is a disconnect between pedagogical objectives and actual learning outcomes as a result of this restricted concentration on exam-oriented learning, which hinders the development of everyday English communication skills. In line with the issue, Gençoğlu (2011) found that instructional approaches, classroom atmosphere, student motivation, and opportunities for language practice all affect students' ability to speak English well. Similarly, Toköz-Göktepe (2014) asserts that some of the reasons for Türkiye's English speaking inability include poor teaching strategies, insufficient language proficiency, and a lack of exposure to the language outside of the classroom. A number of social and educational variables contribute to the ongoing difficulties students confront in developing their ability in speaking English. Accordingly, the study by Dağtan and Cabaroğlu (2021) revealed that more than half of the participants lacked the necessary proficiency in speaking English, even after studying the language for almost six years. Another study's conclusions demonstrated that social and educational factors are the main causes of students' difficulties speaking English (Kara, Ayaz, and Dündar, 2017). According to the findings of the study by Coskun (2016), it was widely held that the reason students were incapable to communicate in English was because they never lived overseas, there were few opportunities for them to practice speaking outside of the classroom, they felt nervous when speaking English, and the teacher spoke in her native tongue. Speaking insufficiently presents a big problem since it makes it difficult for students to communicate well in English outside of the test setting. International communication is becoming increasingly critical in a world that is globalizing quickly. Since English is currently the lingua franca of the modern world, communication takes place both verbally and in writing. In Türkiye, as in many other non-English speaking nations, there is an increasing demand for English in the public and private sectors. According to Alptekin and Tatar (2011), private enterprises search for employees who have appropriate expertise in English. Additionally, employees who pass national tests of foreign

language proficiency and demonstrate their fluency in public settings receive salary increases. In a setting like this, learning English becomes essential and required for everyone who wants to stay up to date on social, economic, scientific, and technological advancements or who just wants to pursue employment (Tosun, 2006).

In conclusion, while there exists literature aimed at enhancing students' motivation to learn English, a significant gap remains in addressing motivation through active engagement in activities fostering the practical use of English as a lingua franca (ELF). Encouraging students to participate in real-life interactions, cultural exchanges, and immersive experiences can greatly supplement traditional classroom learning and cultivate a deeper and more enduring proficiency in the language. By prioritizing opportunities for authentic communication and cross-cultural engagement, educators and policymakers can better equip learners to navigate the globalized world and contribute to Türkiye's efforts in improving English language proficiency.

1.2. Aim of the study

This study seeks to shed light on the implications of Lingua franca through digital platforms, particularly through speaking activities, as a sustainable source of motivation in the field of language education in Türkiye. One of the main ideas in language learner motivation for a number of decades has been "integrativeness," or the desire to acquire a language in order to "come closer to the other language community" (Gardner, 2001a: 5). A higher desire to study the language might be sparked by participating in online extracurricular speaking activities with English learners from various cultural backgrounds. This increases motivation then drives people to increase their present language ability proficiency, leading to noticeable improvements in their comprehension of the foreign language and improved communication skills.

This research provides insights into the effectiveness of online extracurricular activities in language learning, with the hope of advancing beyond learning and reaching true language acquisition. Individuals may strive for a bicultural identity, which combines their local L1-speaking self with an English-speaking, internationally engaged version of themselves. Continuing identification processes may cause changes in students' motivation to acquire the language. Teachers can utilize these data to create and implement related activities in their classrooms or suggest them to students as extra resources for learning.

Research questions are:

Major Research Question: To what extent do online extracurricular speaking activities using English as a lingua franca influence the students' attitude/motivation, proficiency of foreign language, speaking performance, impressions?

Minor: Is there any correlation among students' language learning capacity, attitude/motivation, proficiency of foreign language, speaking performance regarding online extracurricular speaking activities using English language as a lingua franca?

1.3. Significance of the Study

This study stands out for its provision of empirical evidence, a unique aspect that supports the significance of incorporating online speaking activities into language education. By systematically analyzing the impact of these activities on student motivation, linguistic proficiency, and speaking performance, the research offers concrete data to inform curriculum development and instructional practices. English is not limited to student textbooks, as learners who have the chance to communicate in the language may discover. According to a study (Solhi et al., 2020), there are several crucial components of language acquisition missing from Turkish public elementary English coursebooks, such as continuing to use English outside of the classroom, discovery-enhancing input, and especially wide exposure to the language. The main issues with teaching English in Türkiye are a lack of qualified teachers, outdated teaching techniques, a poor learning environment, and inadequate teaching materials (Alagozlu, 2012).

With this in mind, teachers, curriculum designers and administrators in language education institutions can use the study's findings to guide the development of their curricula. Integrating more online speaking activities into curricula can enhance student motivation, linguistic proficiency, and speaking performance.

This study can also be used as an important reference point by specialists in the fields of education and language acquisition as they continue to investigate the effects of extracurricular online activities on language learners. Academics can also use these findings into their lectures and classes to help their students better understand the ideas and methods of language learning.

This study also may assist Turkish EFL learners by providing them with a clear roadmap to improve their motivation and language skills. Additionally, it may have significant implications for academics, educators, researchers, and curriculum designers who can use the research results to improve language instruction strategies and approaches.

Learners who have the opportunity to use English for communication with online overseas speaking activities may notice that English is not restricted to student books. They may notice that there are people speaking English no matter what their mother tongue is or no matter where they are from. By the help of these online speaking activities, they can contact students from other countries via English. When awareness of English as Lingua franca increases, their proficiency of foreign languages, motivation and communication ability may increase. This study has the potential to

display the importance of including online speaking activities in the curriculum so that the students can be more successful in speaking along with other language skills by the means of online communicative activities. These activities can increase their motivation so that they can perform well in terms of linguistic proficiency after being exposed to online speaking activities and noticing English is not just a subject, but also a window on the world.

1.4. Limitations of the Study

This study can only have a maximum of 14 volunteer students, which may have some restrictions. The sample size is constrained since sessions normally last between 30 and 40 minutes in order to give each student a chance to participate actively in the speaking exercises. While this permits a more thorough examination of specific events, in a more general sense, it might be regarded as a small sample size (Smith et al., 2017). Additionally, because all of the participants were recruited from a single secondary school, the results cannot be applied to a larger group of secondary school students (Jones & Brown, 2019). When interpreting the findings and evaluating their applicability to a larger student population, these limitations should be taken into account. On the other hand, the intention of the study's qualitative component is to further the exploration of a phenomenon within a particular context by employing a number of data sources and conducting an examination from a range of perspectives to reveal the phenomenon's various aspects (Baxter & Jack, 2008).

1.5. Theoretical framework

Theoretical framework of this study emphasizes English as a lingua franca, digital platforms for education and motivation. The framework seeks to offer a thorough knowledge of how these elements affect language learning and student engagement in online situations. The literature review section contains a thorough explanation of the study's theoretical framework.

1.6. Overview of methodology

This study used a mixed research paradigm, combining case study methodology with quasi-experimental design. This approach allowed for a comprehensive investigation of the research topic, drawing on both qualitative and quantitative data to gain deeper insights. This study attempted to provide a thorough understanding of the phenomenon under inquiry by combining quantitative data collected through quasi-experimental methods with qualitative insights from the case study. Due to practical limitations, 14 volunteer 6th grade participants from a secondary school researcher working as a teacher were chosen for the study using convenience sampling, and obtaining parental consent. A broad target group could not be reached due to practical challenges and scheduling limits. The exploratory nature of the study was well-suited to the efficiency of convenience sampling, which allowed for an in-depth analysis of particular situations. Students had 30- to 40-minute online

conversations with international peers over a three-month period. To monitor improvement, pre- and post-assessments were carried out, including motivation and linguistic competency exams. The goal of the data analysis utilizing SPSS (22.0) statistics was to identify the advancements brought about by the speaking activities. The study looks into the effects of including online speaking activities in the teaching of English. Through data analysis and pre- and post-assessments, the study attempted to provide insights into improving students' language proficiency, motivation, and attitudes.



CHAPTER TWO

2. LITERATURE REVIEW

2.1. A Brief History of EFL classroom Environment in Türkiye

The development of English as a Foreign Language (EFL) instruction within the Turkish educational system over time has been characterized by significant changes to the classroom setting. This crucial period, known as the Tanzimat Period (1839-1876) marked the beginning of efforts to Westernize Türkiye's educational system through the integration of the English language (Kirkgoz, 2005). The Republican Turkey era, from 1923 to 1997, further influenced the development of English teaching. However, the third major turning point in the history of Turkish EFL education is the 1997 Education Reform, which launched significant changes and improvements in English language instruction.

According to Davison (1990: 89), "that empire was physically and politically oriented toward Europe almost from its foundation". Moreover, Doran's research (1969) demonstrated that since the end of the 18th century, Türkiye's cultural and economic modernization has depended on the reformers' familiarity with a Western language. With the modifications made to the Ottoman Empire's educational system, missionary schools began to expand. The first educational facility to offer instruction in English was Robert College. First, these missionary institutions initially welcomed students of Greek, Jewish, Armenian, and Bulgarian origin. Due to the high standard of instruction provided at American schools, they have developed a distinctive reputation among other missionary schools.

The Atatürk-founded government placed a high value on embracing western science and culture because both Atatürk and the government he found were composed of westernized intellectuals and bureaucrats. The government set aside one-fourth of its educational budget for consultation with international specialists, John Dewey being one of them. They were given the task of reorganizing education. The first mention of teaching foreign languages was made in 1943 at the National Education Summit. Meetings to discuss national education issues are held every four years by the Board of Education and Discipline. Since the opening of the first Anatolian High School in 1955, these institutions have been viewed as the route to gaining admission to prominent colleges and, consequently, a bright future. The goal of these Anatolian High Schools is to satisfy the needs of families who want their children to learn a foreign language but are unable to pay for a private

education. In these institutions, students receive a four-year education that includes rigorous English lessons in the first year. After the first year, until 2002, English was used as the primary language of instruction for disciplines like mathematics and science. But the MoNE chose to teach science and math in Turkish starting in 2002. One factor for this was a lack of trained teachers who could instruct these topics in English. Another explanation was that these students were unsuccessful in the centralized entrance exam for Turkish-medium universities (Doğançay-Aktuna & Kızıltepe, 2005). According to Kirkgöz (2005), students' exposure to English is not decreased by the limited use of mother tongue in ELT (English Language Teaching), but it can facilitate the process of instruction and learning. However, Bear (1998a, 1998b) views EMI (English Medium Instruction) as a created setting in which students must speak English due to a lack of opportunities for extracurricular language practice. They also note that the model is suitable for the present condition in Türkiye, where no alternative choices to practice English in daily life are suggested. Sinanoğlu (1998) strongly opposed to EMI, also discussed that EMI is unconstitutional in Türkiye and that it can only be applied in colonized nations. It was noted by Arslantunali (1998) that thinking clearly in a foreign language is impossible. Hence, these scholars support the EMI's practical advantages but are opposed to English-language instruction (Dogancay-Aktuna 1998). Similarly, regardless of the teacher branches involved, the subject of this study focuses on introducing the teachers' native tongue instead of teaching foundational subjects like physics, math, and social sciences in English.

The trends of “globalization” have been putting growing pressure on Türkiye through the English language since the middle of the 1980s (Robbins, 1996). Because of globalization, English has grown in importance in Türkiye as the universal language. According to Ahmad (1993: 210), “English had become the sine qua non for a successful career in virtually any field, and parents strived to have their children acquire an adequate understanding of the language”. Due to the growing popularity of English, there were more schools in Türkiye offering education in the language in the middle of the 1980s. According to MoNE statistics, there were 193 secondary schools with English as a second language during the academic year 1987–1988 (103 private, 90 state-owned). In comparison to the 415 Anatolian high schools, there were 717 private secondary schools by the 2006–2007 academic year (MoNE, 2008).

English teaching policies at all educational levels underwent a variety of important modifications in the Turkish educational system in 1997. According to the 1997 curriculum, the primary goal of secondary level English instruction is to enhance learners' fundamental communicative abilities through the integration of the four skills so that learners may successfully interact in the target language (MoNE, 2001). Since the “communicative” approach was first included into the ELT curriculum in 1997, the 1997 curriculum can be seen as a turning point in the development of English language instruction in Türkiye (Kirkgoz, 2005).

The 1997 curriculum has been revised, needing additional advancements in Turkish language policy. The main reason for this was Türkiye's persistent desires to join the European Union (EU). The MoNE has implemented several policy modifications that will be reflected at various levels of education in order to comply with the ELT requirements established by the EU.

In conclusion, the development of English language education in Türkiye has been a dynamic and complex process. The 1997 Education Reform emerged as a crucial turning point, causing considerable changes in the educational system and the teaching of English in Türkiye, starting with the Tanzimat Period and moving through Republican Türkiye. The complex story of English language education in Türkiye has been influenced by the historical context, Westernization movements' influence, the influence of missionary schools, and the growing importance of English in the face of globalization. Curriculum and policy changes have been motivated by Türkiye's desire to keep up with the European Union.

2.2. Theoretical Framework

The theoretical framework of this study provides a contextual foundation for examining the impact of online speaking activities on Turkish EFL learners' interactions with other English learners and their motivation to comprehend English as a Lingua Franca. By considering diverse but interrelated concepts, this study aims to provide a comprehensive understanding of motivation and its implications for language learning outcomes among Turkish EFL learners.

2.2.1. Motivation

Motivation stands as a cornerstone within this framework, reflecting the growing emphasis among educators on enhancing students' foreign language learning motivation. However, it is challenging to achieve this in countries where learners do not have many opportunities to practice English in their routines. Consequently, it is imperative to study motivational theories and integrate them effectively into educational environments. Affective factors such as attitudes, beliefs, and motivation significantly influence student success in the classroom (Kurt & Atay 2010; Vahedi & Oroujlou 2011). Accordingly, a Japanese university's International Student Interaction (ISI) program's effect on speaking classes for university-age domestic students studying English as a foreign language was investigated in a study (Mertens & Stringer, 2023). The program was seen favorably, and instructors and students from both domestic and foreign countries claimed that it had enhanced motivation, increased real-world possibilities for cross-cultural engagement, and aided in language learning. According to the findings of a different study (Agnes & Marlina, 2021) that employed AMTB (Attitude and Motivation Test Battery), students in grades K5–19 who took the Speaking for Informal Interaction course shown a high level of speaking motivation, with a small percentage showing a moderate level. It is valuable to mention the theories behind the motivation for

the sake of understanding the study's attention on motivation to improve students' language proficiency. Historically, motivation has been a central concern in foreign language learning and applied linguistics, dating back to the 1960s.

First, the Socio-Educational Model, prominent from the 1960s to the 1990s, emphasized the influence of social factors on language learning motivation (Gardner, 1985). Subsequently, an eclectic approach emerged, incorporating various motivational concepts to understand the complex interplay between learning tasks and achievement goals (Wilby, 2022). For example, Wilby (2022) depended on six motivating concepts to determine how learning assignments are interrelated with accomplishment goals: self-efficacy, intrinsic motivation, expectancy value, concern, and flow. It is valuable to mention motivation theories to understand and evaluate this study.

Additionally, the Expectancy value theory is an influential theory which suggests that motivation occurs when people believe that they have sufficient ability to conduct an act (Wigfield & Eccles, 2002). Expectancy is the evaluation and belief of individuals regarding whether they can be successful in a task (Schunk et al., 2008). Value is the belief of individuals regarding the reasons for their actions (Schunk et al., 2008). Students' preferences, actions, perseverance, and real success are determined by their expectations and beliefs regarding their academic achievement (Wigfield & Eccles, 2002). The theory focuses on the cognitive side of motivation but does not consider aspects such as emotion and culture. However, there is a need for integration with other theories to better understand this motivation.

Accordingly, the expectation-value framework was integrated with the achievement motivation theory (Atkinson, 1964). According to Atkinson and Feature (1966), three components form motivation: expectancy, incentives, and motives. Motives are consistent, durable, and learn about individual trends, including fear of defeat and need for success (Schunk et al., 2008). Students who are in need of success do their best to achieve their inner goals, except for those who are too challenging. Similarly, those with a fear of defeat do their best to avoid failure. The cognition and beliefs of individuals are combined into this theory.

Moreover, social cognitive perspective is adopted by the self-efficacy theory. This highlights the importance of the effect of social interaction on actions. Individuals' motivation influences their learning and performance (Schunk, 1995). According to Bandura (1986), self-efficacy can be described as the evaluation of individuals' abilities to route their actions to achieve the desired ones. Bandura (1997) adds that individuals' self-efficacy leads them to define which activity to choose, how much effort to expend, and how long to continue.

According to Attribution Theory, attributes may be internal or external. Internal ones may be related to learners' ability or inability, while external ones may blame teachers' teaching style

(Weiner, 1976). Weiner (1976) suggests that subjective reasons for individuals who attribute their success or failure form their motivation for future actions. Learners may be more motivated when they attribute their failures to internal reasons. Weiner (1985) focuses on three aspects: stability, controllability, and locus.

Another theory regarding motivation is the goal theory. A widely known definition of goals is the aim of actions (Pintrich & Schunk, 2002). Similarly, Wentzel (2002) states that goals are cognitive symbols of future events that motivate action. Dörnyei and Ushioda (2011) add that distal and proximal goals affect individuals' motivation, self-regulation, intrinsic, and self-efficacy. The goals reached quickly and carried out at one-time step are proximal goals, while those taking time to reach and complete are distant goals. Moreover, Ames (1992) suggests that performance orientation and mastery orientation are two constituents of motivation.

Lastly, the self-determination theory is an important motivational theory (Ryan & Deci, 2000). The self-determination theory, developed by Deci and Ryan (1985), claims that motivation comes from learners' inner demands. Autonomy is highly related to self-determination theory. This theory asserts that individuals must act freely. Ryan and Deci (2000) separate motivation into extrinsic and intrinsic. Intrinsic motivation is described as carrying out an act for fun, whereas extrinsic motivation is an act of result. Csikszentmihalyi (1990) suggests that external motives are initially necessary for the young when they face a duty that is hard to concentrate on.

In conclusion, the exploration of motivational theories within the theoretical framework of this study illuminates the multifaceted nature of motivation in the context of language us as lingua franca. The Expectancy Value Theory emphasize the importance of individuals' beliefs in their ability to succeed and the value they place on achieving certain outcomes. Complementing this, the Achievement Motivation Theory highlights the interplay between expectancy, incentives, and motives in shaping individuals' pursuit of goals. The Social Cognitive Perspective emphasizes the role of social interaction and self-efficacy beliefs in guiding learners' actions and learning performance. Similarly, the Attribution Theory sheds light on how individuals' attributions of success or failure influence their motivation for future actions. Meanwhile, the Goal Theory underscores the significance of goal-setting in motivating individuals to take action and persist in their efforts. Lastly, the Self-Determination Theory emphasizes intrinsic motivation driven by individuals' innate psychological needs for autonomy, competence, and relatedness. Examining the significance of motivation in the EFL context and its role in the educational environment is made clearer by having a general understanding of the principles from these theories.

2.2.1.1. Motivation Types in EFL Setting

In English as a Foreign Language (EFL) contexts, motivation is a critical factor that determines students' success as they affect their engagement, dedication, and performance. Motivation, which has its roots in the self-determination theory, is shaped by a complex interaction between internal motivations and outside factors. Desire and excitement for language learning are fostered by intrinsic motivation, which is caused by personal objectives and interests and assumes essential importance within EFL situations. According to Vallerand (1997), students are intrinsically driven to engage in an activity when they want to feel satisfied. On the other hand, extrinsic motivation originates from outside demands or rewards. According to Vallerand (1997), extrinsic motivation is acting in a way that will lead to a reward, such as getting excellent marks or avoiding punishment. It offers a different but comparable motivating force that can provide a start but is sometimes insufficient to maintain long-term involvement. Additionally, the motivating landscape of EFL situations is further enhanced by integrative motivation, which reflects an interest for cultural assimilation and integration into the community, and instrumental motivation, which is driven by learners' hopes to attain real-world goals through language mastery. According to Al-Munawwarah's (2018) study, students' EFL learning process in this setting is significantly influenced by both integrative and instrumental motivation. It supports the assertion made by Tahaine and Daana (2013) that instrumental and integrative motivation both have a critical role to play in language learning. Understanding the complexity of motivation is essential for teachers who want to create a positive learning atmosphere and encourage students' lifelong commitment to studying English. It is noteworthy to mention motivation types to understand students' motivation types in EFL context.

First, intrinsic motivation, based on personal goals and interests, is especially important in EFL environments because it creates a sincere passion and excitement for language study. Harmer (1991) asserts that physical surroundings, educators, and their pedagogical approaches all affect students' intrinsic motivation. Learning is greatly impacted by physical factors such as lighting, temperature, acoustics, desk arrangement, resources, space for presenting charts or illustrations, and so forth. Classroom atmosphere has a significant impact on intrinsic motivation (Lumsden, 1994). According to a similar study (Sukmawati et al., 2022), intrinsic motivation was found to be more significant than extrinsic motivation. Furthermore, as noted by Harmer (1991), poorly lighted and packed classrooms can be extremely demotivating for students, who may not learn as effectively in uncomfortable settings as they would in ones that are more comfortable. Furthermore, positive evaluations of the school climate are protective elements that may provide students with an optimal atmosphere for learning, according to Haynes (1998). According to Chang (2005), intrinsic motivation is strongly associated with students' EFL learning process. Intrinsically driven English language learners might show a sincere interest in the language, literature, or culture, and they might get joy and satisfaction from picking up new language abilities. According to Lumsden's (1994) research, a number of elements, including teachers, administrators, the school environment, and

peers, have a significant impact on students' interest in and motivation to participate in learning. Nevertheless, given their significant involvement in students' learning, teachers appear to be the most significant element among them. Pearse (2000) also noted that, particularly when teachers are aware of their students' individual achievement, their feedback has a major impact on students' drive to learn. Instructors can cultivate intrinsic motivation in their students by giving students meaningful and relevant learning opportunities, encouraging autonomy and choices, and leveraging their individual interests and desires.

On the other hand, the term "extrinsic motivation" describes motivation derived from outside sources such as pressure or rewards. Extrinsic motivation is the process of engaging in an activity with the intention of achieving a distinct outcome, whether tangible or intangible (Deci et al., 2017: 21). According to Brophy (1987), the ability to be motivated to learn is one that is generally developed via experience, but it is most immediately stimulated by modeling, expectations being communicated, and close guidance or socialization from others, particularly parents and instructors. One aspect influencing extrinsic motivation is parental expectations regarding language development, motivation, and academic performance. According to Harmer (1991), as parents are typically linked to greater levels of educational attainment, their expectations have a major impact on their children's academic performance, motivation, and school success. Paige (2001) further underlined that parents are particularly effective supporters of their children's language development. Parents have a significant influence on students' attitudes on the language they are learning (Harmer, 1991). Extrinsic motivators in EFL contexts, such as grades, awards, or social acceptance, can affect students' attitudes and language-learning efforts. Additionally, extrinsic motivation can help develop intrinsic motivation and language achievement, according to studies by Paige (2011) and Wang (2008). On the other hand, Busse (2013) found a positive correlation between intrinsic motivation and language attainment and a negative correlation between extrinsic motivation and language attainment. Although it can give a learning initial boost, extrinsic motivation might not be able to maintain long-term engagement or promote deep learning. Therefore, in order to foster students' sincere interest in and dedication to learning the English language, teachers should be aware of striking a balance between intrinsic motivators and extrinsic rewards.

Additionally, instrumental motivation is frequently seen in EFL contexts as it is defined by learners' desire to use their language skills to accomplish real-world objectives. The desire to gain something tangible or useful from studying a foreign language is typically what defines instrumental motivation (Hudson, 2000). For instance, learning English may be encouraged for social integration, professional success, journeys, or academic reasons. According to Al-Munawwarah's (2018) study, instrumental motivation was a major factor in EFL learning. According to Yu (2010), learning English can be desirable if it helps you land a satisfying job in the future. As defined by Gardner (1975), instrumental motivation places more emphasis on the usefulness of learning a foreign language than the desire to communicate with native speakers of that language. The important

function of instrumental motivation is confirmed by the literature on motivation studies. Lukmani (1972) discovered that among non-Westernized female L2 (Second Language) English learners in Bombay, an instrumental perspective was more significant than an integrative tendency. According to Svanes (1987), students from the Middle East, Africa, and Asia were seen to be instrumentally motivated to learn Norwegian in a Norwegian institution, whereas students from Europe and the United States were thought to be integratively motivated. As a result, Svanes (1987) concluded that the students' backgrounds have an impact on the kind of motivation. For learners, speaking English can be very beneficial. LaRock (2019) asserts that speaking English can help learners get more opportunities in life. Proficiency in English is crucial for obtaining opportunities, with speaking being the most essential skill. Nurmala (2012) asserts that effective speech is a must for all individuals. By emphasizing the usefulness and practical use of English language proficiency, instructors may utilize instrumental motivation by connecting language learning goals to students' personal and professional goals.

Lastly, learners' desire to identify or integrate into the target language community or culture is a component of integrative motivation. The origins of motivation studies in learning a second language can be traced to the renowned study program of Gardner and Lambert (1972). They pointed out that the desire to communicate with and become like members of a foreign language community, as well as favorable opinions about that community, are the foundations of motivation for learning another language. Learners may be encouraged to acquire English in EFL environments in order to interact with English-speaking individuals, utilize English-language literature and media, or take part in cross-cultural interactions. However, integrative motivation is sometimes overlooked, most researchers prefer to regard instrumental features as the primary factors for students' learning (Jin, 2014). For EFL learners, instrumental motivation emerges as one of the main forms of motivation (Yu, 2010). Integrative motivation is not the same as instrumental motivation. This kind of drive arises when students see studying a foreign or second language as a means of achieving their objectives. Crookes and Schmidt (1991) suggest that instrumental motivation is more functional in nature, as it explains why learning a language is necessary to pass a required exam, obtain a better job or promotion. According to Gardner and Lambert (1972), integrative motivation may take the form of a desire to learn a second or foreign language, an interest in acquiring a language society or an attitude toward the language of the community. Furthermore, it is becoming more widely acknowledged that the socio-cultural environment has a significant impact on learner characteristics and behavior. As suggested by Hickey (1997) and McGroarty (2001) motivation itself may be said to reside in how an individual interacts with their environment rather than in the individual themselves. By providing opportunities for genuine contact and cross-cultural interchange, encouraging empathy and understanding for people from a variety of cultural and linguistic backgrounds, and emphasizing the need for intercultural competency in an increasingly globalized society, educators can encourage integrative motivation in their students. Globalization has created

“a new society, in which English is shared among many groups of non-native speakers rather than dominated by the British or Americans,” as noted by Warschauer (2000).

In conclusion, learners’ attitudes, efforts, and overall success in language learning are greatly influenced by motivation in English as a Foreign Language (EFL) situations. Extrinsic motivation, which derives from outside pressures or rewards, provides an initial boost but may not maintain long-term engagement, whereas intrinsic motivation, which is motivated by own goals and interests, generates a genuine passion and excitement for language study. As the current study suggests, students may have excitement and intrinsically motivated to interact with overseas English language learners while the praises such as a smiling face or nodding as positive feedback by their own teacher may motivate the Turkish students extrinsically. Teachers can establish a welcoming and engaging learning environment that enables students to meet their language learning objectives and prosper in a world that is becoming more interconnected by identifying and skillfully utilizing these many motivating factors. Additionally, the motivational landscape of EFL situations is further enhanced by integrative motivation, which reflects a desire for cultural integration and community engagement, and instrumental motivation, which is based on learners’ expectations for practical outcomes. As concluding remark, EFL learners may promote integrative motivation as noticing they are a part of EFL learner community and English is widely used as a Lingua Franca to communicate around the world when they meet their peers on online platforms, and they may feel motivated to promote their English proficiency to keep up with the EFL peers as well as using English as an instrument to reach desired proficiency.

2.2.1.2. The Attitude/Motivation of EFL Learners

Given the tight relationship between motivation and academic performance, motivation researchers and educators have long been fascinated by the issues surrounding learner motivation. Learner motivation, as described by Lumsden (1994), can be defined in terms of students’ willingness to engage with the language process. According to a study (Soureshjani & Riahipour, 2012), students’ perceptions of the three most demotivating variables for speaking ability include equipment, teachers, and class utility. Consequently, these factors are very significant. Motivating students to overcome language obstacles and take on challenges with enthusiasm is what drives continuous learning in an EFL setting. Learners who are not personally motivated cannot progress beyond basic knowledge whereas devoting a significant amount of time and energy to the process (Büyükkantarcıoğlu, 2004). The complex relationship between motivation, attitudes, and English language ability among language learners has taken interest from past to present. The studies to be mentioned highlight how important motivation and attitude are in learning a foreign language and how they affect students’ experiences and results. Zeinivand et al. (2015) suggest that language learners with a positive attitude towards speaking English will be more involved in speaking activities and may try to make use of more speaking practice. This is consistent with the findings of previous

studies (Gardner et al., 1985) on investigating the relationship between attitude and speaking, which reported attitude is one of the factors that influence foreign language learning because how much effort students put into language learning depends in part on attitude. According to Gardner (1985), motivation encompasses a combination of effort, a strong desire to attain the language learning objective, and positive attitudes regarding language learning. He also suggests that learning motivations and generalized attitudes, as well as, basic dispositions and personality traits, such as the learner's attitudes toward foreigners in general and the target group and language in particular are what drive someone to acquire a foreign language.

In accordance, Wu and Lee (2017) assert that students' opinions toward the English proficiency requirement for graduation have a favorable influence on how valuable they think tests are and how motivated they are to learn while attitude did not significantly affect performance in English in the study by Henter (2014). The results show that students majoring in English are more motivated and have a more positive attitude toward learning English than students from the faculty of psychology and educational sciences. Students' motivation was strongly correlated with their effort, ambition, and positive attitudes about learning (Harmer, 1991).

On the other hand, Gardner (1985) asserts that the source of the motivating drive is mostly irrelevant as long as motivation is sparked. While this conclusion may hold true for researchers, it's possible that the source of motivation is crucial for teachers who want to increase students' motivation. In order to further understand the complex of motivation, he also proposes two more principle components: a "want" for the target outcome and a positive attitude toward L2 learning. However, Dörnyei (1994) found it difficult to understand the relationship since, according to him, "motivation" seems to be a more general term. As a result, the relationship should be reversed, with the "integrative motive" being a component of "motivation".

Bernaus (2004) also suggests that children have more favorable sentiments toward Spanish and English than toward Catalan, despite the fact that Catalan is the primary language of instruction at schools. However, such students do not consider Catalan to be a means of contact with their friends or fellow students. Despite the Catalan Government's best efforts, Catalan is not yet the primary language spoken by the entire Catalan population. Because Catalan is still a minority language in Catalonia, Spanish and English are valued more highly by those students than Catalan. The study also has implications for Gardner's (1985) socio-educational model of second language acquisition. According to that paradigm, an integrative motive makes learning a second language easier.

An earlier argument made in the literature on L2 motivation by Gardner and Lambert (1959) and Gardner and Lambert (1972) that learners' awareness of other cultures and attitudes toward the L2 community are positively correlated with their motivation and proficiency in language learning is supported by another study by Mirzaei and Forouzandeh (2013).

The importance of emotive elements, especially integrative motivation, in English language education is also emphasized by Samad et al. (2012). He suggests that English teachers become more conscious of motivation so they can support students by promoting integrative motivation. In order to accomplish this, teachers should design tasks and activities that contain motivation and allow students to participate in and communicate with others who speak the same language.

In other words, motivation and the learning process are strongly linked (Siska, 2015). Therefore, more driven students may learn more effectively than less motivated students (De Bot et al., 2005). Stated differently, students who possess motivation are likely to acquire knowledge, and those who lack it may not be enthusiastic about learning. Motivation is more than just having a goal to learn a language. According to Gardner (1985), motivation consists of four elements: a goal, effortful action, a desire to attain the objective, and positive attitudes toward a specific activity. According to Gass & Selinker (2001), motivation is dynamic since it varies over time and in response to various contexts.

The evidence from all of this research emphasizes how important attitudes and motivation are to learn the English language. The success of students' overall language acquisition is influenced by their positive attitudes and integrative enthusiasm toward speaking English, which increase their participation in speaking activities. This emphasizes the value of helping language learners develop a positive attitude and integrative motivation, as well as the necessity for educators to take these elements into account in their instructional strategies in order to support students' language proficiency and excitement for learning through online meetings among EFL learners using English as Lingua Franca. Accordingly, EFL learners may have higher motivation through online overseas meetings with EFL peers using English for communication. Teachers also have a crucial role in organizing a motivative and educative setting to reach effective communicative language practice.

2.2.2. Lingua Franca in EFL Setting

Having explored the various aspects of motivational theories within the theoretical framework, it is imperative to pivot towards an emerging but interconnected dimension: the concept of Lingua Franca. In the evolving landscape of language education, the significance of Lingua Franca as a communicative bridge is gaining prominence. This novel avenue intersects with our exploration of motivation, as it unfolds as a catalyst in shaping learners' interactions and proficiency. By exploring the dynamics of Lingua Franca, this study aims to further enrich the understanding of how motivation, when coupled with a Lingua Franca approach, can foster effective communication and language acquisition among Turkish EFL learners as the concept of Lingua Franca appears to be very related to the outcomes of online speaking activities for Turkish EFL students. Lingua franca, according to Seidlhofer (2001), is a language that enables communication among speakers of various native tongues. Accordingly, in a study (Noviyenty & Morganna, 2020), the EFL teachers

acknowledged that English is the world lingua franca and that English users include all global citizens. Online interactions between Turkish EFL students and other English language learners typically use English as a lingua franca to foster cross-cultural communication. This phenomenon demonstrates the practical value of their language learning efforts since they are not only using English as a bridge language but also participating in a global communication network as they become more skilled. Online speaking activities give Turkish EFL learners the chance to improve their speaking abilities in authentic settings while adhering to the CLT (Communicative Language Teaching) tenets. The work of Richards and Rodgers (2001), who talk about the advantages of pair and group work in fostering speaking skills, lends credence to this. Additionally, Turkish EFL students can improve intercultural competencies by connecting with English language learners from other cultural backgrounds. This is consistent with Byram's (1997) and Deardorff's (2006) writings, which highlight the value of intercultural competence in language instruction and how it enhances communication abilities. English is also used in many contexts, which has led to the development of dialects and a variety of uses for the language. As a result, concepts like "World Englishes" (WEs), "English as a Lingua Franca" (ELF), and "English as an International Language" (EIL) have emerged in theory and practice in recent years. World Englishes is "the outcome of the language's global spread. So, English has gained multicultural identities both formally and functionally. This sociolinguistic reality is best described by the term "Englishes," not by the phrase "English" (Kachru, 1992: 357). Three concentric circles are suggested by Kachru's (1985: 12) World Englishes model, which "represents the different kinds of spread, the patterns of acquisition and the functional fields through which English is utilized across cultures and languages." A comprehensive theoretical framework that takes into account multiple viewpoints as well as sociolinguistic and pragmatic perspectives is necessary to comprehend English as a lingua franca (ELF) and explain its dynamic character and function in international communication.

From a sociolinguistic perspective, language-rich environments (ELF) are those in which speakers of different languages come into touch with one another and require mutual comprehension. According to Christiansen (2011), cohesion is an interactive process that examines the relationship between discourse coherence and text cohesion from the perspectives of the addresser and the addressee. In a lingua franca context, cohesion is especially important because of the issue of different ELF varieties and intercultural concerns (Guido, 2008), which add additional dimensions to the complex multicode interaction. Because of the varied language repertoires of its speakers, this interaction creates a complex tapestry of linguistic variety within ELF. Sociolinguistic variables also have a big influence on how ELF is used and regarded in various social and cultural contexts, such as opinions on the status and power of English. As a result of speakers' ability to negotiate their linguistic identities in ELF contacts and combine aspects of their home tongues with the universal lingua franca, ELF as a communication medium continues to evolve dynamically.

Examining the connection between language variety and lingua franca reveals a complicated interaction between linguistic dynamics, cultural expectations, and historical developments, providing insight into how language use and identity are changing in our globalized society. In relationships with others, ELF users employ both local and global cultural resources to manage their identities as members of global communities. According to Rindal (2010), Norwegian English language learners utilized various phonetic traits of native speakers and customized their social meanings to shape their preferred identities. For example, a student expressed a desire to sound more “American” in peer interactions, indicating less formality and more “coolness,” yet to employ more British English phonological elements in circumstances that call for a particular degree of formality. In addition to their capacity to adapt different variants of ENL (English as Native Language) pronunciation, Jenkins (2007) also discovered that some English language learners, motivated by an emotional connection to their L1 and country, opted to preserve elements of their L1 accent when speaking English, thus preserving their lingua-cultural identity. Since English has become widely used as a lingua franca, several English variants and combination forms have emerged, each influenced by the linguistic and cultural backgrounds of its speakers.

From a pragmatic perspective, good ELF communication depends on the deliberate application of communicative techniques like repair, accommodation, and simplification, which help speakers get past language obstacles and promote understanding. According to Seidlhofer (2011: 4), ELF settings of use are unique since they involve individuals from a diverse variety of linguistic and cultural backgrounds and reflect continuously negotiated, hybrid ways of speaking. “Among other things, the success of the interaction depends on the mutual effort of both parties in accommodating to each other’s often very different linguistic and schematic needs in this linguistically and culturally diverse environment” (Ill’ies, 2011: 6). Different pragmatic elements occur in ELF discourse as a result of ELF users navigating interlanguage pragmatics and adjusting to pragmatic norms and conventions that may differ from those of native English speakers. Furthermore, cultural sensitivity and skillful negotiation of various cultural norms and expectations are essential components of ELF communication, and cultural awareness plays a critical role in this sense.

English as a Lingua Franca (ELF) is a field of research that frequently looks at the linguistic aspects of these interactions rather than continuing to focus on using native English speakers as the standard or as a target for learners. The definition of ELF is defined as “any use of English among speakers of different first languages for whom English is the preferred, and frequently the only, medium of communication” (Mauranen, 2016: 8). According to Friedrich and Matsuda (2010: 23), “individual uses of English in an international context, or a context that cuts across and goes beyond any national border,” are referred to as EIL (English as an International Language). Accordingly, a study by Erbay Çetinkaya & Kayaoğlu (2022) examined the effectiveness of an EIL-oriented course in improving participants’ understanding of linguistic diversity and proficiency. It also suggested the need for an EIL-sensitive classroom environment that gives students a genuine reason to

communicate, listen, and respect differences at both linguistic and cultural levels. It reflects the growing recognition of the importance of cultural sensitivity and effective communication in diverse linguistic contexts. While Alptekin (2002: 57) suggested changing ELT goals to teach “intercultural communicative competence,” particularly in lingua franca settings, Sifakis (2004: 239) used the term “C-bound” approach to emphasize the significance of focusing on communication, comprehensibility, and culture when instructing EIL. The majority of EIL researchers have acknowledged the significance of teaching cross-cultural intelligibility. What students think about English’s functions as a worldwide or international lingua franca is one area that is starting to get greater attention (Csizer & Kontra, 2012). Research interest in ELF as an emerging topic in SLA (Second Language Acquisition) and TESOL (Teaching English to Speakers of Other Languages) is still growing (Jenkins, 2006). In view of English’s dual functions as a worldwide language and lingua franca, the views of English language learners regarding the roles of the language are also investigated. For instance, Pan and Block (2011) discovered through extensive surveys that educators and learners in Beijing, China, regarded English as a universal language due to its instrumental significance, which stemmed from its dual role as a communication tool and as a highly valued topic in China’s examination culture.

Goal-oriented initiatives are increasingly bringing together people from various lingua cultural origins in today’s globalized world, who use and develop English as a lingua franca as a component of their conversational repertoire, among other resources (Ehrenreich, 2017). The conventional ELT paradigm is “being challenged in the 21st century by new and dynamic paradigms,” as noted by Pakir (2009: 226). Gunderson et al. (2019) mentioned about three circles. The inner circle stands for nations where English is the first language (L1), including the USA, the UK, and Canada. English has historically extended throughout the nations in the second circle, sometimes known as the outer circle, as a result of colonization. English is in the outer circle in nations like India, where it is frequently used as an official language and has a significant prestige. The nations where English is spoken as a second or foreign language are included in the third circle, which is referred to as the expanding circle. China, Korea, and Japan are among the nations in this circle where English is used little.

As Ke and Cahyani (2014) suggested, the perspectives of the student participants, who eventually became ELF users, on their ELF interactions shed light on the process by which EFL learners develop into ELF users. They modified their use of English by taking into account their partner’s language proficiency and giving intelligibility top priority. The majority of interviewees stated that while language might be a barrier in NS (Native Speaker) -NNS (Non-Native Speaker) exchange programs, it was not a problem for them to communicate with their Indonesian colleagues in English (Liaw & Bunn, 2010). Accordingly, the study by Ke (2010), people who attended international meetings or volunteered in a place where English is not the primary language reported

feeling more confident in their ability to speak it. They discovered that they could converse with other ELF users in English. They began to see how crucial English was as a lingua franca. The concept of a “lingua franca,” or language that speakers of various native tongues use to communicate with one another, is closely related to the wide range of linguistic variants that exist in our more interconnected globe. The function of lingua franca goes beyond facilitating communication in an increasingly interconnected world to include academic collaboration, economic integration, and cultural exchange. The diverse linguistic heritage and distinctive cultural identities of communities all over the world are demonstrated by the complex tapestry of language variants that arises within this framework.

In conclusion, it is clear from this changing picture of English’s many roles and worldwide significance that the language has not only adapted to a variety of contexts but also led to creative paradigms like “World Englishes”, “English as a Lingua Franca” and “English as an International Language”. These paradigms demonstrate how English is a dynamic language that may be used to effectively communicate across cultural boundaries. It is becoming more and more obvious that English’s impact and transformational ability are still shaping the globalized society while investigating the connections between language and culture. This multifaceted theoretical framework also offers a thorough understanding of English as a lingua franca and its implications in modern society by integrating ideas from sociolinguistics, pragmatics, language acquisition, and globalization studies. As the universal language of communication, English has an impact on motivation in EFL contexts. Furthermore, the sociolinguistic dimension emphasizes how English is used and acquired as a lingua franca in a variety of linguistic communities through language interaction, variation, and identity negotiation. It is crucial to comprehend how motivation interacts with the lingua franca context in EFL settings in order to design language teaching strategies that effectively support learners’ competency. Accordingly, this study intends to provide a thorough knowledge of the effects of online speaking activities on Turkish EFL learners’ interactions with other English learners by embracing the theoretical views. In the context of language learning, it emphasizes the importance of lingua franca, motivation, digital educational platform, intercultural competence and speaking skill. The literature reviewed in this study provides insights into the factors influencing students’ motivations for using English as a lingua franca(ELF), which serves as the foundation for the research question 1. Motivation and attitude have been extensively discussed in the theoretical framework, highlighting their significance in language learning contexts. Scholars such as Sinanoğlu (1998) and Arslantunalı (1998) have offered contrasting perspectives on language instruction, including the role of English as a medium of instruction (EMI) and the challenges of thinking clearly in a foreign language. While their arguments do not directly address online extracurricular speaking activities, they contribute to the broader discourse on language learning motivation and the complexities of using English as a lingua franca. Furthermore, the other studies by Stoller (2002), Lightbown and Spada (2006), Hyland (2004), Foss, Carney, McDonald, and Rooks (2008), Albayrak and Şener, (2021), Aenum, Akib, and Daddi (2022) have demonstrated the

effectiveness of extracurricular activities in enhancing language skills and fostering positive attitudes towards language learning. By connecting these discussions to the research question 1, this study aims to investigate the impact of online extracurricular speaking activities on students' motivations for using English as a lingua franca, thereby enhancing the existing literature and provide practical insights for language educators and policymakers.

2.2.2.1. Speaking Skill

Speaking skill plays a crucial role in the English as a Foreign Language (EFL) context, particularly when considering English as the language of instruction. According to Nugroho et al. (2020), speaking becomes essential for students to develop their communication skills. Speaking is also mentioned by Sari and Margana (2019) as the most crucial skill to learn since it is a means of efficient communication. During classroom activities, children can practice oral communication skills by understanding, expressing, replying, and understanding others. For the students, however, learning to speak English is not simple. Yulia (2013) lists a few specific speaking problems that may arise in the classroom, such as confidence concerns and a lack of time to speak the language. This state develops as a result of teachers neglecting to give students access to appropriate platforms that would help them practice speaking English.

Seidlhofer (2001) promotes the notion that ELF is a language with certain characteristics that need to be learned. Speakers use a variety of techniques to navigate meaning and relationships. Some of these techniques include backchanneling, intended repair, and explicit directing. Hua (2015) refers to the cooperative and collaborative efforts of ELF speakers as "Negotiation". Furthermore, cooperative principles were observed in participants' attempts to establish and sustain rapport, according to ELF research focused on group interactions. According to Toomaneejinda and Harding (2018), participants in ELF academic group discussions employed a variety of techniques, such as gaze control, shift in focus, and turn-management techniques, to convey disagreement. According to Komori-Glatz's (2018) research, having a high degree of trust encourages people to differ and question one another. The capacity to express ideas and thoughts clearly in spoken English is crucial for successful cross-cultural communication, as it acts as a bridge language for speakers of different languages. In addition to improving their language proficiency, EFL students acquire the communication skills required to cope with linguistic diversity and reach mutual understanding in environments with multiple languages. Learners are encouraged to participate in real-world spoken conversations, negotiate meaning, and modify their language use to fit the linguistic standards and cultural expectations of their peers. Students can practice and improve their speaking abilities through role-plays, debates, conversations, presentations, and online speaking activities. They can also learn about the dynamic character of English as a lingua franca.

In conclusion, proficiency in speaking is crucial for English as a Foreign Language (EFL) instruction since it is an essential instrument for communication and intercultural comprehension. Difficulties like low self-confidence and limited practice opportunities highlight how important it is for teachers to give students enough encouragement as well as chances to improve their speaking skills. Effective intercultural communication also requires an awareness of the shifting nature of English as a Lingua Franca (ELF) and the different strategies for interaction used by speakers in various circumstances. EFL students can develop their language skills and confidently negotiate linguistic diversity by actively participating in real-world conversations and a variety of speaking activities. This can ultimately promote meaningful exchanges and mutual understanding in multilingual environments.

2.2.2.2. Intercultural Competence

Fostering intercultural competency is crucial in the context of English as a Foreign Language (EFL) contexts, especially when considering English as a lingua franca. The capacity to recognize and appreciate various cultural ideas and customs while skillfully navigating and communicating across cultural borders is known as intercultural competence. Intercultural connection can be facilitated via jokes, discussing common interests, learning about the cultural background of others, and using “letting pass” techniques (Firth, 1996). Learners are not only developing their language abilities in EFL situations where English is the primary language, but they are also interacting with a worldwide community of speakers from a variety of linguistic and cultural backgrounds. In order to improve language learners’ proficiency in a foreign language and their intercultural competency through group projects and cooperative activities, O’Dowd (2012) defines telecollaboration as the use of internet communication tools to connect language learners in different parts of the world. While some telecollaborations involve participants communicating with partners in two or more languages (their own and the target language), some exchanges just employ one lingua franca, like English. In this type of situation, becoming interculturally competent requires not just becoming fluent in another language but also learning to recognize and value cultural differences. Intercultural communication in English-speaking countries cannot be approached as involving “our culture” and “their culture” (Holliday, 2010). Rather, ELF’s cultural references are changing, growing, and free of borders.

As noted by Anderson and Corbett (2015), while participants can set up an exchange specifically intended to address current global issues and social justice, even just having an online conversation about daily life with someone from a different background helps foster intercultural competency. Students are urged to communicate, share ideas, and have real cross-cultural interactions with classmates who come from various cultural backgrounds. This helps them develop empathy and respect for cultural diversity as well as a better understanding of the world. According to Ware (2005), “students must sustain their engagement in intercultural interaction across at least

several weeks or longer” in order to engage in successful online communication. Effective virtual exchanges that last six to ten weeks are described by Lima and Dart (2019). In light of this, the study spans twelve weeks and offers students the opportunity to develop their cultural competency through interactions with EFL students from fourteen different countries.

Intercultural communicative skills have significant educational implications as well. The goal of educating EFL learners to communicate across cultural boundaries must be adapted into methodology. Successful bilingual and multilingual communicators’ competencies are essential for intercultural communication, as stated by Kramsch (2006) in circumstances involving foreign languages and Canagarajah (2007) in particular with regard to ELF. By providing opportunities for genuine cross-cultural exchange, incorporating culturally relevant materials and topics into the curriculum, and fostering thoughtful conversations on the intersections of language, culture, and identity within the framework of English as a lingua franca, educators play a critical role in fostering intercultural competence.

In conclusion, increasing intercultural competency is critical in settings where English is being used as a foreign language (EFL), particularly when English is being used as a lingua franca (ELF). Through the recognition and appreciation of cultural diversity, participation in cross-cultural exchanges, and utilization of telecollaboration technologies, students not only improve their language skills but also grow in empathy and respect for cultural differences. Teachers are essential in helping students successfully negotiate the complexity of global communication by including intercultural communicative skills into language instruction approaches. By means of planned curriculum building and authentic cross-cultural interaction, teachers foster the growth of bilingual and multilingual communicators who can bridge cultural barriers in a globalized society. Despite Turkish being the primary language, there is a growing recognition of the importance of English in the globalized world. Türkiye’s economy is increasingly connected to the global market, and proficiency in English can enhance opportunities for trade, tourism, and international cooperation in many areas. Türkiye’s strategic location between Europe and Asia makes it a hub for cultural exchange. By promoting authentic cross-cultural interaction, educators can help students develop an appreciation for different cultures and languages, fostering empathy, tolerance, and understanding.

2.2.2.3. ELF and Language Acquisition

ELF users become proficient after exposing English in an authentic setting when it comes to acquiring language skills. Yuan (2003), online discussion helps mediate input-intake relationships, which are necessary for language acquisition to take place. In another study, Zeng and Takatsuka (2009) found that language learners’ mutual attention to language forms (noticing the target forms and negotiating of meaning) significantly impacts their learning in collaborative online dialogues. The study drew on the online exchanges of 16 students (Chinese learners of English), self-reported

views, and two individualized post-tests. Students in the current study also make use of online digital platforms and contact overseas EFL learners, becoming communicative in English, which is a major language. The dynamic nature of ELF as a language variety is shaped by the patterns of language usage among speakers in a variety of circumstances, from formal educational settings to casual interactions. Studies by Blake (2000) as well as Toyoda and Harrison (2002) investigating the acquisition of second languages in virtual settings reveal that online conversations enhance students' sociolinguistic proficiency and enable greater language output through elements like diminished affective filter, cooperative education, and interpretation negotiation. According to Yuan (2003), online discussion helps mediate input-intake relationships, which are necessary for language acquisition to take place. In another study, Zeng and Takatsuka (2009) found that language learners' mutual attention to language forms (noticing the target forms and negotiating of meaning) significantly impacts their learning in collaborative online dialogues. The study drew on the online exchanges of 16 students (Chinese learners of English), self-reported views, and two individualized post-tests. The complex patterns of language maintenance and shift among its speakers are also reflected in the complicated linguistic landscape of ELF, which is influenced by the maintenance and change of languages within multilingual communities. Accordingly, a great deal of English usage globally takes place in NNSs (Graddol, 2006). Students' awareness that NS-based syntax and patterns might not be the most crucial in cross-cultural communication was somewhat facilitated by an online ELF (English as Lingua Franca) initiative in a study (Ke & Cahyani, 2014).

In conclusion, users of English as a Lingua Franca (ELF) improve their skill in the language by being exposed to real-world language contexts, especially through online debates and group conversations. Studies conducted by Yuan (2003) and Zeng and Takatsuka (2009) highlight the significance of virtual communication in moderating language acquisition procedures and promoting mutual awareness of language structures among students. Through the utilization of online platforms and interaction with EFL learners globally, students enhance their English language proficiency while simultaneously adding to the dynamic aspect of ELF, which is shaped by varied language usage patterns in varied circumstances. Research on online language learning emphasizes the significance of online interactions in enhancing sociolinguistic competence and permitting increased language production.

2.3. Foreign Language Aptitude

In the context of Turkish EFL, the current study also looks into the relationship between language proficiency and language learning capacity after exposing to online overseas meetings with EFL peers as extracurricular activities using English as lingua franca. The linguistic abilities required for advanced L2 speaking competency are closely related to a number of cognitive processes. Aptitude is regarded by Skehan (1989) as the primary predictor of success in learning a foreign language. Saito, K. (2017) also suggests that there is a moderate relationship between the learners'

aptitude test scores in phonemic coding, rote and associative memory, and language analytical ability, and the phonological/morphological accuracy, fluency, and lexicogrammar complexity of production-linguistic qualities that are believed to be crucial for the development of advanced L2 speaking ability.

From the 1950s to the present, there have been several stages and developments in the study of foreign language aptitude. For operational reasons, aptitude for learning anything might be defined as “the time it takes a person to acquire knowledge about the task in issue”. Individuals therefore often differ in how long it takes them to develop a skill or to reach a certain level of competency, rather than knowing if they can learn it or cannot. The same is true of foreign language aptitude. The extent to which a foreign language aptitude test outperforms a general intelligence test in predicting success in learning a foreign language is one indicator of the test’s quality (Wesche et al., 1982). Although not all of those have been developed, a number of foreign language aptitude tests have shown the capacity to do so.

A half-century (from the 1950s to the 2000s) might be regarded as the first phase of aptitude research when modern foreign language aptitude is interpreted within the context of developmental routes and key elements of an aptitude theory (Snow, 1992). John Carroll’s early work, particularly his Modern Language Aptitude Test/MLAT (Carroll et al., 2002), dominated this time period, which was also marked by a strong emphasis on psychometric testing and Carroll’s four-factor aptitude model, which served as a solid foundation for subsequent language aptitude research. According to Carroll et al. (1993), these four variables included rote memory, grammatical sensitivity, inductive language learning capacity, and phonetic coding ability. The majority of other aptitude tests created around this time or after were either modified versions of or benchmarked against the MLAT.

Researchers now have a variety of aptitude tests that can replace the MLAT thanks to the creation of CANAL-F (Cognitive Ability for Novelty in Acquisition of Foreign Language) and Hi-LAB (High-Level Language Aptitude Battery) as well as the availability of LLAMA (an assessment tool for language aptitude) (Meara, 2005) as an MLAT replacement. To explain aptitude sub-tests, however, researchers previously used Skehan’s (2002) acquisitional sequence as a framework. Despite the fact that these tests are relatively new, researchers (Skehan et al., 2016) argue that there is a certain imbalance between aptitude subtests, such as grammatical sensitivity, which emphasize knowledge acquisition (which are linked to processes like noticing, pattern identification, restructuring, processing of feedback) and aptitude subtests, such as implicit learning, which focus on control over the system that has been created.

More emphasis has been placed on the ‘explanatory’ power of foreign language aptitude as a central construct of individual differences to account for L2 acquisition and processing, in addition to generating of new test batteries (Wen et al., 2016). Applied linguistics, educational psychology,

cognitive science, and neuroscience are just a few of the fields working together in concert to achieve this challenging objective (Wen et al., 2017). The modern research agenda aims to both clarify and explain potential cognitive and neuropsychological aptitude constructs underlying and facilitating L2 acquisition, real-time language processing, and long-term linguistic development from multidisciplinary perspectives, as shown in some recent volumes on language aptitude (Bartning & Fant, 2018).

The ability to distinguish sounds in a spoken language is addressed by LLAMA D (Meara, 2005). A measure of implicit learning, according to Granena (2015), is one that lacks explicit presentation, differs from other (more explicit) aptitude measurements in a factor analytic study, and loads similarly to other implicit measures. If FL aptitude research is to move beyond how language is learned and measure skills that are essential to how it is utilized, there is still much work to be done (Williams, 2015).

Granena (2013), in conclusion, hypothesizes that the LLAMA exams assess two distinct aptitude components. First, the capacity for analytical learning, which enables the use of strategies and methods for problem-solving. The LLAMA B, C, and F subtests, which contain a study phase in which participants can infer the relationships in a dataset, measure this ability. This ability is enhanced by linguistic expertise in one's native language. Second, LLAMA D's assessment of sequence learning capacity. The identification of linguistic structure through the statistical features of the input is a key component of this capacity, which includes an implicit cognitive process.

In conclusion, research on foreign language learning capacity has progressed from defining aptitude as the amount of time needed to learn material to a multidisciplinary examination of cognitive and neuropsychological constructs that underlie language acquisition and utilization, with promising directions for further investigation, particularly in the distinctive elements of analytical learning and sequence learning capacity.

2.4. Technology-Enhanced Language Teaching

Finding opportunities to utilize English outside of the classroom is a common challenge for learners. For EFL learners, using digital platforms is a feasible alternative. According to Tumskiy (2019), using digital platforms has a number of advantages, including flexible use, several evaluation options, freedom from time and space constraints, and contemporary design. Time and location constraints are removed by digital platforms. The platform enables students to learn at any time and from any location. Additionally, the platforms give the teacher the ability to modify the platform's settings and content. It is adaptable and easy to use. The use of technology in language learning has grown in relevance in the fast-paced world of today, where the ability to communicate effectively is critical. This section explores how information and communication technology (ICT) has evolved

English language instruction and how it has affected students' performance and learning. Geçkin (2022) affirmed that foreign language teachers need to give understanding and working knowledge of communicative competence for students to ease communication in the target language and also to act as role models for their students.

The primary goal of learning English is to improve communication skills with people. English instruction aims to help students become proficient communicators in the real world by developing their communication skills in a foreign language. This is because effective education relies on communication (Oxford, 1990). The introduction of the Internet could represent an evolution in the way English is taught (Hellebrandt, 1999).

Information and communication technology (ICT) advancements now play a crucial role in both social and personal lives as well as professional careers. Teachers, syllabus writers, and material designers are currently thinking about how to include technology into conventional curriculum development as a result of this innovation. While there were challenges a few years ago when using technology-based resources in the classroom to support language learners, teachers nowadays who do not use technology in their lessons risk being viewed as being out of line with current trends (Chapelle, 2008). As the name implies, technology-enhanced language learning (TELL) is the application of technology to learning a new language. Accordingly, regarding TELL programs' effectiveness in teaching English, the vast majority of educators agreed that TELL tools were a very useful tool for language instruction (Golshan & Tafazoli, 2014). The use of technology in L2 instruction has a significant and advantageous impact on students' learning and performance (Chang & Hung, 2019). Accordingly, a study (Redjeki & Muhajir, 2021) found that Duolingo as a digital tool improved students' motivation and independent learning, and according to all the study's participants, Duolingo provided learning English enjoyable since it was easy to use, simple, engaging, and up to date. Accordingly, a study (Öden et al., 2021) found that, although not statistically significant, Kahoot reduced exam anxiety and enhanced EFL learning motivation. Similarly, another study (Zhang & Hasim, 2023) concluded gamification can help students become more proficient in the English language, improve their emotional responses and attitudes, create a genuine language learning environment, and develop their overall competence while the majority of the negative effects of gamification were produced by drawbacks such as the competition's gamified nature, short-lived positive effects, and technological issues.

Program objectives regarding technology integration need to go beyond simply providing participants with real-world language and cultural exposure. Instead, these objectives have to focus on encouraging critical thinking based on that information as well as dialogue interaction (Bradley & Lomicka, 2000).

According to Yang and Chen (2007), some students with low language competency continued to be in the stage of absorbing English input and found it difficult to express themselves in the language during online chat, video conferences, and other activities that required quick responses. It took these students longer to become used to the surroundings. While some students benefited from contemporary, high-tech instruction, others preferred a more conventional, lecture-based approach and did not put in the necessary work to maximize the benefits of online learning. The use of technology in L2 instruction has a significant and advantageous impact on students' learning and performance (Goertler et al., 2012). Many students do not possess some crucial technical abilities for language learning, which means that the task and technology design itself cannot result in successful implementation. Training is also necessary because it makes learners aware of the need for strategic training in particular, and this kind of awareness is linked to using technology more effectively (Hubbard, 2013). While there may have been a need for training in the past, it is not necessary for the current generation of "digital natives" (Prensky, 2001). In contradiction with the statement, significant numbers of digital natives lack the abilities and knowledge required for language learning, especially at the level of technical understanding. As a result of widespread learner training, technologically proficient students from the present generation became more aware of and skilled at utilizing technology for beneficial practices (Hubbard & Romeo, 2012). When it comes to using well-known technology for language acquisition, learners don't seem to have the strategic knowledge necessary.

In conclusion, a new era of English instruction has been brought about by the integration of information and communication technology (ICT), bringing with it both potential and challenges. Technology-enhanced language learning (TELL) can improve language acquisition and communication skills tremendously, but its successful implementation necessitates careful consideration of program objectives, student readiness, and the requirement for strategic training. This changing environment emphasizes how important technology integration into the classroom is to modern education, especially when it comes to the development of language and communication skills. As the current study promotes, digital platforms such as zoom and flipgrid provide students an alternative to the traditional classroom setting providing EFL students flexible, time and space free, online overseas communicative opportunities keeping up with the digitalized world.

2.5. Previous Studies

English is the most popular foreign language in Türkiye and is mostly used for international travel and commerce, as well as elitism and modernity (Doğançay & Aktuna, 1998). Although English does not have an official position in Türkiye, the nation is still affected by trends brought on by the growth of English, just as in many other contexts (Ark & Ark, 2014; Doğançay-Aktuna & Kızıltepe, 2005). The Economic Policy Research Foundation of Turkey (TEPAV) and the British Council (2014) report, "Turkey National Needs Assessment of State School English Language

Teaching”, also highlights the importance of English as the primary language of international communication in the nation and the prerequisite for higher wages and better career opportunities.

English is taught as the principal foreign language in both public and private institutions in Türkiye at all levels, from primary to higher education, where it is regarded as a global language. According to the Turkish National Ministry of Education (MEB), the teaching and learning of English is strongly encouraged because it has evolved into *lingua franca*, or the common language among speakers of many native tongues (Talim Terbiye Kurulu, 2006: 16). Although policymakers place a strong emphasis on communication, various Turkish students learning English as a foreign language (EFL) find it challenging to utilize English in the context of communication since English programs focus mostly on formalized English structures. According to certain experts, despite all efforts and investments, an appropriate level of English proficiency cannot be achieved in the nation (Işık et al., 2008). The EF English Proficiency Index (EF EPI) (2015) numbers, which put Türkiye as the 50th country among 70 countries in the “very low proficiency” category, support the conclusions and arguments made by these academics.

Accordingly, Demirtaş and Sert (2010) suggested that English language teaching (ELT) in Türkiye is centered on the teacher and built around grammatical instruction. According to research conducted to understand the effects of ELT in Türkiye, students need to work on their speaking, vocabulary, and listening abilities (Kaçar & Zengin, 2009). This suggests that one of the issues with ELT in Türkiye is teaching speaking. Additionally, effective communication with foreigners is significantly more important than speaking English for oral communication in Türkiye (Dinçer et al., 2010).

For a long time, the emphasis in ESL (English as a Second Language) /EFL contexts was on grammar translation, before modern communicative approaches that emphasize effective communication skills entered the scene. The students’ reluctance to speak English, however, is one of the issues that teachers presently have regarding English oral communication lessons. When it comes to speaking in a second language (L2), students behave significantly more reluctantly than when they do other class activities, such as reading, writing, and listening.

On the other hand, higher levels of motivation may help individuals reduce their communication anxiety, which indirectly improves their communication skills and readiness to speak English (Öz et al., 2015). The findings of other research (Ghonsooly et al., 2012) that discovered a negligible direct channel from motivation to L2 WTC (Willingness to communicate in a second language) are consistent with these results. Accordingly, it is advantageous for EFL students to combine the communicative approach with traditional instruction methods (İnceçay & İnceçay, 2009).

A key psychological term known as motivation is frequently utilized by both teachers and students to explain both failures and success in second language (L2) learning environments (Dörnyei et al., 2001). Good teaching practices, adequate curricula, and superior abilities may not be sufficient to ensure student achievement in the absence of motivation. Additionally, Ushioda et al. (2008) noted that having some level of motivation is essential for achieving long-term objectives and success in language learning.

Turkish EFL classrooms also face a number of challenges, including, excessive use of teacher-centered teaching methods, paper-based exams, students who lack motivation and interest in the subject, and little opportunity to speak the language outside of the classroom (Dinçer et al., 2010). Teachers in linguistic settings have a major impact on students' motivation levels and reasons for learning (Dinçer, 2019). For this reason, teachers' path to teaching is of great importance.

In conclusion, English speaking is crucial in Türkiye, especially when it comes to international travel, business, and the country's reputation of modernity and elitism. Even though English is instructed widely in both public and private schools, there are still obstacles to overcome in order to become proficient, especially when it comes to communicating through speech. These difficulties are caused by the conventional teaching strategies that emphasize linguistic education, the scarcity of speaking practice chances, and the unwillingness of the students to communicate orally. In order to address these problems, teaching strategies must change to become more communicative, student motivation must be encouraged, and teachers must be given the freedom to design dynamic, engaging learning environments. The relevance of incorporating motivational strategies into language teaching practices is shown by the fact that motivation emerges as a critical component determining language learning success. Through the adoption of efficient teaching approaches and the overcoming of these barriers, Turkish EFL classrooms can enhance students' language proficiency and enable them to communicate effectively in English-speaking environments.

CHAPTER THREE

3. METHODOLOGY

The mixed research paradigm and case study strategy were initially stated in this chapter, along with the justification for their selection. Next, the research setting was described, along with the research participants, before ethical issues. This section was followed by the procedures for gathering data, data collection instruments employed and then concerns with validity, reliability, transparency trustworthiness, and reflexivity were addressed. The methodology summary brought the chapter to a close.

3.1. Design of the Study

In this study, a mixed research paradigm was adopted, utilizing both a case study approach and a quasi-experimental design. This combined methodological approach was employed to effectively address the research issues outlined in the introduction section. In terms of research methodology used in this study, researchers can triangulate findings, improving the validity and dependability of their conclusions, by integrating quantitative data with qualitative observations. Several justifications for adopting mixed techniques in research are provided by Greene, Caracelli, and Graham (1989). The first, triangulation, appears to be the most often mentioned justification for using mixed techniques in research. The data were triangulated on purpose. In order to “examine the same dimension of a research problem”, triangulation is the process of researching a research question using many methods (Jick, 1979: 602). The primary goal of using a mixed method strategy was data triangulation. This research is structured as a case study since its goal is to thoroughly examine a modern phenomenon—a single extracurricular speaking activity—in its actual setting. Specifically, the study asks, “What is the impact of online speaking activities among EFL learners in interacting with other English learners?” Furthermore, it does not seek to manipulate or control behavior, but rather to describe the occurrence in its natural setting. For this reason, this research approach was decided to be the most appropriate research strategy for this particular topic. Although there are some similarities with other extracurricular speaking activities, the study’s participants, place, activities, and topic make the situation unique.

By integrating qualitative insights from this study with quantitative data obtained through quasi-experimental methods, this study aimed to provide a comprehensive understanding of the phenomena under investigation. Researcher used a quasi-experimental design and assessed pre- and

post-test results to see if the linguistic proficiency of Turkish EFL students improved statistically significantly as a result of taking part in online English conversations. Furthermore, qualitative data gathered from the online exchanges (including student reflections and remarks from foreign teachers) shed light on the experiences and opinions of the students regarding the intervention. Furthermore, even though there is no control group, making it impossible to directly compare the treatment group's results to those of a group that did not receive the intervention, researchers can still make conclusions about how well the intervention worked in raising the English language proficiency of Turkish EFL students over time by comparing pre- and post-test results. Case studies are qualitative designs in which a program, event, activity, procedure, or one or more people are thoroughly examined by the researcher. Researchers gather comprehensive data utilizing a range of data gathering techniques over an extended period of time, with the situation(s) constrained by time and activity (Creswell (2014: 241). Creswell (2003) also states that any combination of qualitative and quantitative evidence can serve as the foundation for a single study. For researchers desiring to address the complex nature of these research challenges and issues, case study research and mixed methods research both provide special methodological benefits (Plano Clark et al., 2018). According to Creswell and Plano Clark (2018: 116), Triangulation has been praised in mixed methods research as a technique for investigating perspectives disclosed by diverse data (Greene et al., 2007). This study combining quantitative and qualitative techniques compensates for the shortcomings of one technique while leveraging the advantages of the other. Concurrent triangulation is the method used in this mixed-method study, which can produce "well-validated and substantiated findings" (Creswell, 2003: 217). In line with the mixed research design employed in the current study, credible tests (Llama, OPT-Oxford Placement Test-, and AMTB) are the method of investigation used in the study's quantitative section, whereas post-event journals are the method utilized in its qualitative section. Researchers can gain a thorough grasp of the research issue by combining quantitative and qualitative research methods, as suggested by Mackey and Gass (2016). Accordingly, three techniques of data collection were employed in this study to address the research issues: Survey/questionnaire, observation and journal. In other words, in addition to speaking assessments and participant diary entries, this study made use of three assessment instruments: the LLAMA, AMTB, and the Oxford Placement Test. Table 1 displays the methodology of the study.

Table 1: Methodology of the Study

Research method	Case Study: Quasi Experimental Design
The setting	Türkiye, in a secondary school
The participants	14 students in a Turkish secondary school, 158 students and 14 teachers from overseas schools
Data collection	Quantitative: 1.AMTB 2.Llama Test 3.OPT 4.Speaking assessment (CEFR- Common European Framework Reference-)
	Qualitative: 1.Post event journals and follow-up interviews from participants and overseas teachers
Data analysis	Quantitative: 1.Descriptive statistics (mean, frequency, standard deviation) 2.Hypothesis testing (Wicoxon signed-rank test, paired t test, Spearman's rho Correlations)
	Qualitative: thematic analysis 1.Disassembling the data: obtaining codes, adding notes and memos, and annotating the data. 2.Reassembling Data: combining higher-level conceptual patterns (to categories and themes) 3.Reports and interpretation given back to the participants for verification 4.Review by the Supervisor and two other teachers.

Table 1 shows that the study uses a mixed research paradigm, utilizing both a case study approach and a quasi-experimental design, concentrating on a secondary school in Türkiye. Fourteen students in sixth grade in a Turkish secondary school and a hundred fifty-eight students and fourteen teachers from overseas schools are among the participants. While post-event journals provide qualitative insights, assessments such as the AMTB, Llama Test, OPT, and a Speaking assessment (CEFR) are used to gather quantitative data. In addition to qualitative approaches like breaking down and reassembling data into categories and themes, data analysis encompasses a wide range of quantitative techniques like visualization, hypothesis testing, and descriptive statistics.

In conclusion, In EFL study, mixed approaches have many benefits, but there are drawbacks as well. To achieve a harmonic blend, extensive attention was given to design the integration of qualitative and quantitative components. Furthermore, extensive consideration was given to matters associated with data analysis, such as the reporting of results and the interpretation of findings. Triangulation, or the use of several sources, researchers, theories, and approaches, is a technique used in this study. The data was collected by a range of techniques, including observation, journaling, surveys, and questionnaires, in order to confirm the findings. Students and foreign instructors also kept journals after the event to gather additional information and get other perspectives on the project. Researcher discussed personal observations, emotions, and thoughts in order to strengthen the validity of the journal researcher kept throughout the entire study. Researcher gave fourteen Turkish students three hours a week of English instruction along with task assistance. Their perception of me as their teacher instead of a researcher was thus made possible, which may have affected their real

statements. The early drafts of the interpretations and conclusions made from the data supplied by the participants were submitted, confirming the accuracy and reliability of the initial report. Furthermore, the entire study process was examined by my supervisor and two external colleagues who are researchers in Applied Linguistics. This led to some essential modifications. Although there are difficulties in combining quantitative and qualitative elements, the advantages of this strategy in terms of improved validity and insights greatly exceed its disadvantages, making mixed methods an indispensable instrument for scholars influencing EFL practice and pedagogy in the future.

3.2. The research setting

The study was implemented during the 2023-2024 academic year in Ardeşen district of Rize, Türkiye in the secondary school where I have been teaching for 6 years. The district is in the southeastern part of the Black Sea Region in Türkiye with nearly 43 000 population. It is well known for its gardens of green tea. Historic structures and landmarks in Ardeşen include mosques, bridges from the Ottoman era, and typical wooden residences that showcase the area's architectural history. The school is in the center of the district. 5th and 6th graders at this school study English three hours a week while 7th and 8th graders have English classes four hours a week. 8th graders also have DYK (Support and Training Course). However, they rarely or never get the chance to practice the language in authentic situations as in several other schools. Nonetheless, I as an English teacher at this school have taken some steps to improve the quality of foreign language teaching, carrying out online extracurricular activities with overseas countries to create an authentic environment to practice English.

3.3. The participants and Study Implementation

In this study, convenience sampling was utilized in the selection of 14 Turkish participants for the study due to several practical reasons. The interpretation that participants attribute to the setting they are in and the action they are performing, rather than the sample's demographic representativeness, is a more important factor in determining the generalizability of an experiment's findings, according to Berkowitz and Donnerstein (1982: 249). This study has participants with a small size number due to case study research design's nature which is an in-depth investigation of a single case with the aim of enlightening a broader class of cases (Gerring, 2007). Because of the 40-minute time limit for each session, the goal of encouraging student participation during online speaking sessions, and the challenge of scheduling an online session at least once a week, it was not feasible to reach a broad sample in this study. Volunteer students were selected till an optimum number suitable for the overseas online speaking activities. Furthermore, convenience sampling's efficiency and practicality complement the exploratory nature of the research, which aims to explore particular phenomena or obtain in-depth insights from a chosen group. This allows for a focused investigation into different points of view or experiences within the sample.

The study spanned a three-month program, during which students engaged in online conversations with peers from overseas countries. The speaking activities were conducted for 30-40 minutes per session, providing ample opportunity for interaction and practice while speaking overseas students in accordance with the activities prepared by the researcher and the overseas teachers. The participants are 1 teacher and 14 students from the secondary school from Türkiye, and 14 overseas teachers and 158 students from Asia, Africa, South America and Europe. Having taught English at this school for six years, Teacher 1 (me) from the secondary school in Türkiye has ten years of experience in the field. Online extracurricular activities have been carried out over this period in cooperation with numerous instructors from diverse backgrounds. Researcher sent an activity request on her social media account to have online language exchange activity. Details of the activities were discussed and clarified by researcher and the overseas teachers who accepted the session request as to be explained in the data collection process. For the duration of the three-month study, 14 teachers who assist EFL students with online speaking activities were partnered with. Overseas teachers were from Kenya, Bangladesh, South Korea, Czech Republic, India, Vietnam, Indonesia, Jordan, Japan, Greece, Argentina, Lithuania, Hungary, and Portugal. It was aimed to select different countries from various parts of the world for the sessions. So, rather than leaving out a certain group within the world, it was aimed to include as many different perspectives as much as possible. In order to get an idea about overseas teachers, it is useful to know their profession, native language and the time they have spent in the profession. Table 2 shows descriptive data of the teachers just before starting extracurricular speaking activities.

Table 2: Descriptive Data of the Teachers

No	Teacher Code	Country	Mother Tongue	Student number in teacher's class	Profession	Year of profession
1	T2	Kenya	Kimeru	9	Social Studies and Shawalini Language teacher	10
2	T3	Bangladesh	Bangali	7	English teacher	22
3	T4	South Korea	Korean	13	Social Studies teacher	1
4	T5	Czech Republic	Czech	9	First Grade Teacher (6-11)	20
5	T6	India	Hindi	6	Maths teacher	22
6	T7	Vietnam	Vietnamese	10	English teacher	7
7	T8	Indonesia	Indonesian	1	Maths teacher	4
8	T9	Jordan	Arabic	12	English teacher	30
9	T10	Japan	Japanese	28	English teacher	8
10	T11	Greece	Greek	13	English teacher	18
11	T12	Argentina	Spanish	8	English teacher	10
12	T13	Lithuania	Lithuanian	13	English teacher	27
13	T14	Hungary	Hungarian	11	English teacher	39
14	T15	Portugal	Portuguese	18	Music teacher	27

The descriptive data in Table 2 contains fourteen teachers and a hundred fifty-eight students from various nations taking part in the educational activity. Teachers guided EFL students in their classroom during online overseas activities. The assignments for the exercise were given to the students by the teachers, who also provided guidance. The mother tongues of the teachers are representative of their individual homeland countries. The time zone that each teacher's location is located in relation to GMT is indicated in the time difference column. Teachers in Kenya, for instance, are in GMT+3, whereas those in Japan are in GMT+9. "Zoom" or "Flip" are the platforms that the teachers utilize for their instructional activities. The preferences of the teacher, and too much time difference influence the choice of application.

Seven male and seven female sixth-grade students from the Turkish secondary school are also included in the study. They were all aged 11. Despite having studied English for at least four years, the majority of the students' proficiency did not exceed A1 (according to CEFR) when they were in the sixth grade, based on their English test results at the start of the 2023–2024 school year. Even simple phrases of greeting were beyond their grasp when they entered secondary school. Despite the years they have been exposed to English, it may be presumed that their level of proficiency has not increased significantly. Consequently, in order to participate in speaking activities, students must acquire sufficient background knowledge because they will be constructing sentences and responding to questions in online classrooms with students from many nations. Students in the sixth grade possessed adequate vocabulary and grammar expertise to participate in online speaking activities. This was the reason to study the sixth grade. There were only fourteen students in each class because every session included a thirty-to forty-minute speaking period, which was expected to be actively attended by all students. In order to prevent students from becoming passive participants in the online sessions, the researcher made an effort to choose as many engaged learners as possible for each session. Fourteen participants were chosen by the researcher to get a 30 to 40 minute instruction, with the engaged overseas students from other classes. Students took an Oxford placement test before starting online speaking activities in order to evaluate their foreign language proficiency and communication skills. Pre- and post-tests were used to measure students' motivation, attitude, and language proficiency when using English as their lingua franca to converse with EFL students in other countries. Volunteer students, up to fourteen in number, were selected for the teaching sessions in order to manage the speaking activities to be assigned, like group projects, active speaking, memorization, and information-gathering. The student and parents were informed in advance in the parental consent form that the research was entirely voluntary, the student could withdraw from the study at any moment, and there were no risks or unfavorable effects attached to the study. Additionally, parents and students were advised on the parental agreement form that the researcher individually, with the guidance of her supervisor, would analyze the answers provided by the students in the study and that the research findings would be published in academic journals. Table 3 shows descriptive data of the students just before starting extracurricular speaking activities.

Table 3: Descriptive Data of the Students

Number	Student Code	Gender	Age	Grade
1	S1BK	Female	11	6 th
2	S2BM	Female	11	6 th
3	S3BU	Male	11	6 th
4	S4IT	Male	11	6 th
5	S5AK	Female	11	6 th
6	S6AH	Female	11	6 th
7	S7NB	Female	11	6 th
8	S8ED	Female	11	6 th
9	S9MO	Male	11	6 th
10	S10YY	Male	11	6 th
11	S11BA	Female	11	6 th
12	S12MY	Male	11	6 th
13	S13EK	Male	11	6 th
14	S14AB	Male	11	6 th

The descriptive data in Table 3 contains 14 students' educational information. They are all in 6th grade at age 11. The distribution of genders is seven males and seven females. The students' identities were concealed, and codes were used in their place due to worries about confidentiality. In the codes, "S" stood for "student", and letters after "S" stand for first letters of student name and surname. For instance, S1 represents Student 1.

In addition to the permission obtained from the MoNE and Karadeniz Technical University Social Sciences Ethic Board, before beginning the study, the written consent of parents of the students was guaranteed (see Appendix 1).

3.4. Data collection

This study uses the mixed research method with quasi- experimental design, in which an integration of quantitative and qualitative data is utilized to provide comprehensive evidence for the case. Quantitative research is systematic, focused and it can produce replicable and reliable data that can be generalized (Dörnyei, 2007). Additionally, qualitative research is of paramount importance as it allows researchers to explore the complexities of human behavior and experiences, providing invaluable insights that cannot be captured solely through quantitative methods (Smith, 2018). It can be difficult to precisely and quantitatively record phenomena like sensations, attitudes, and behaviors. A qualitative method, on the other hand, gives participants the opportunity to describe how, why, or what they were feeling, thinking, and going through at a specific moment or during an interesting event.

The pre- and post-tests in this study were OPT (Oxford Placement Test) and AMTB (Attitude and Motivation Test Battery), while LLAMA (an assessment tool for language aptitude) was implemented only as a pre-test because its nature remains constant. These assessments measured the difference between the pre- and post-test results for students' motivation, communication skills, and foreign language ability in order to evaluate their academic growth. Furthermore, two English teachers evaluated the A2 (Basic users of the language) speaking performance of the students in accordance with the CEFR (Common European Framework Reference) at both the beginning of the speaking activities and at the end to see if there was a difference in the students' speaking levels.

Students took LLAMA, AMTB, and Oxford placement tests before starting the speaking sessions. Based on concerns about triangulation, two teachers assessed students' speaking skills using the CEFR Standards in the process of gathering, evaluating, and/or interpreting data. This technique is known as investigator triangulation. Gathering information from several sources (i.e., stakeholders) throughout time, location, and person is known as data triangulation, according to Denzin (1978). After the intervention of online overseas speaking activities, the tests were conducted again to compare the outcomes. The collected data were analyzed using SPSS statistics 22.0, conducting statistical analyses to compare the students' test scores before and after the program. The analysis aims to identify improvements in foreign language proficiency, communication skills, and motivation resulting from the online speaking activities. Overall, the study outlined above allows for a focused investigation into the impact of incorporating speaking activities in the English language curriculum. By employing pre- and post-assessments and conducting data analysis, the study aimed to provide valuable insights into the effectiveness of these activities in enhancing students' language abilities, motivation, and attitudes.

Additionally, the study participants, who were Turkish secondary school students (14) were requested to record their thoughts about the online overseas sessions among Turkish students and overseas EFL students (158) in post-event journals in order to get a sense of their perspectives on them. The data was gathered from fourteen students who took part in the research. Ultimately, the reliable test findings and post-event journal records constituted the source data. For triangulation purposes, reliable tests and post-event journals were the two methods employed in this study to gather data in order to address the research issues. Additionally, follow up interviews were held to gain a deeper and clearer understanding of the students' viewpoints and ideas.

The phenomenon was observed by me in its natural environment using the "Naturalistic Observation" technique. Naturalistic observation is observing individuals in their natural surroundings and basically observing and recording what happens as things naturally occur (Fraenkel et al., 2009: 442). The observations by researcher and overseas teachers (14) were explained in detail as supplementary insights from teacher reflections at the findings section. They gave a sincere

explanation of the classroom experiences throughout online overseas sessions and video exchanges among Turkish students and overseas students.

The researcher of this study spent three hours a week teaching English to the participating students over the entire 2023–2024 academic year, and took part in fourteen online sessions, also had the opportunity to guide and observe them while the students worked on the assignments on the group’s social media account. While setting up and carrying out sessions, overseas teachers also observed the researcher and students.

This study’s design involved careful planning with fourteen overseas countries. The activities were mostly based on language exchange, so the activities of the overseas sessions were organized based on mother tongues using English as Lingua franca. The researcher asked overseas teachers to send the greetings of mother tongue with the English equivalents, which follow the same pattern (hello, how are you, I am fine, nice to meet you, good bye) prior to the online sessions. After gathering the greetings, the researchers created kahoot games. Table 4 presents the greeting words in mother tongues of overseas countries with English equivalents.

Table 4: Greetings of Overseas Countries

No	Country	Mother Tongue	Greetings
1	Türkiye	Turkish	Hello-Merhaba How are you?- Nasılsın? I am fine- İyiyim. Nice to meet you- Tanıştığıma memnun oldum. Good bye- Güle güle.
2	Kenya	Kimeru	Hello –Üriomwega How are you? - nata ùrĩ? I am fine - ikwega Nice to meet you -ibwega igükumenya Good bye -tigwa bwega.
3	Bangladesh	Bangali	Hello – ohe How are you? -kemon acho? I am good- ami valo achi. Nice to meet you- tomar sathe dekha hoye valo laglo Good bye – bidai
4	South Korea	Korean	안녕 annyeong: say hello 오늘 기분 어때? oneul gibun eottae? : How are you feeling today? (that is similar How are you?) 좋아 joha: Good (that is similar I’m fine) 만나서 반가워 mannaseo bangawo : Nice to meet you 잘가 jalga: Good bye
5	Czech Republic	Czech	Hello - ahoj or dobrý den (formal) How are you?- jak se máš? I am fine - mám se dobře Nice to meet you - těší mě Good bye - na shledanou or ahoj

Table 4: Continued

No	Country	Mother Tongue	Greetings
6	India	Hindi	नमस्ते (Namaste): Hello आप कैसे हैं(Aap kaise hain?): How are you? मैं ठीक हूँ(Main theek hoon): I am fine आपसे मिलकर अच्छा लगा(Aapse milkar achcha laga): Nice to meet you अलविदा(Alvida): Good bye
7	Vietnam	Vietnamese	Xin chào! (Hello!) Bạn có khỏe không? (How are you?). Tôi khỏe. (I am fine.) Rất vui được gặp bạn. (Nice to meet you.) Chào tạm biệt (Goodbye)
8	Indonesia	Indonesian	Hello- Halo How are you?- Bagaimana kabarmu? I am fine- Saya baik baik saja Nice to meet you- Senang berkenalan denganmu Good bye- Selamat tinggal or da da
9	Jordan	Arabic	Hello-Merhaba How are you?-Kaif Halak? I am fine-Alhumdullah Nice to meet you-Tsharaft be Maraftak Good bye-Ma'am Al Salameh
10	Japan	Japanese	こんにちは(konnichiwa): Hello 調子はどうですか(choshiwa dodesuka?): How are you? 元気です(genkidesu): I am fine. はじめまして(hajimemashite): Nice to meet you. さよなら(sayonara): Good bye.
11	Greece	Greek	Hello- Geia (γεια) How are you- Ti kanis (τι κάνεις) I am fine- ime kala (είμαι καλά) Nice to meet you- Hero poli (χαίρω πολύ) Good bye- Antio (αντίο)
12	Argentina	Spanish	Hello-hola How are you?-¿Cómo estás? I am fine-estoy bien Nice to meet you-Un gusto conocerte Good bye-chau
13	Litvania	Lithuanian	Hello- Labas How are you- Kaip sekasi I am fine- Viskas gerai Nice to meet you- Malonu susipažinti Good bye- Viso gero
14	Hungary	Hungarian	Hello- Szia How are you? -Hogy vagy I am fine. -Jól vagyok Nice to meet you- Örülök, hogy látlak Good bye- Viszont látásra
15	Portugal	Portuguese	Hello - Olá How are you - Como estás I'm fine - Estou bem Nice to meet you - Prazer em conhecer-te Goodbye – Adeus

Table 4 demonstrates overseas countries' mother tongues and English equivalents. The distinctive features of every language can be reflected in the wide range of greetings.

The design of this study with overseas countries was organized meticulously. Most of the sessions were carried out on Zoom as online while some of them were based on exchanging videos

on Flip due to time differences. According to research by Kayaoglu (2013), NS (Native Speaker) teachers employed more display questions than NNS (Non Native Speaker) teachers, but their goal was to foster a more fluid and self-expressing environment free from centralized curricular limitations. Questions can serve a variety of purposes depending on their nature and quantity, as seen by the educators themselves (Kayaoglu, 2013). The teacher can change up the questions based on the class, the environment, the goals of the course, and the pedagogical aims. This serves to explain how the questions and educational goals are related. Similarly, in order to create a more welcoming and lively learning atmosphere in the classroom, the researcher, a NNS of English who understands the needs of NNS Turkish students, utilized leading and guiding sentences during online overseas activities such as online meeting and asynchronous video exchanges, enhanced student comfort and participation. In line with this, NNS researcher introduced yes/no question formats that allowed speakers of various levels of proficiency to participate, and guided students in asking questions on culture and hobbies to express themselves. Interaction and engagement were enhanced by customizing questions to the unique requirements and proficiency levels of the students and by adjusting to online platforms such as Flip and Zoom apps. Ensuring the relevance and applicability of the questions and activities was ensured via cultural sensitivity and offering further guidance to NNS students. Researcher led Turkish and overseas students play kahoot checking their knowledge on language exchange after language exchange activity, and ask each other questions regarding each other's culture and interests. Furthermore, some overseas teachers requested to include extra online activities as well as language exchange activity. Researcher arranged the procedure of the activities taking the overseas teacher's suggestions. Details of the activities carried out at online overseas sessions are below:

1. *Language exchange on Zoom:* Language exchange was a 20–30 minute engaging activity that Turkish students participate in while connecting online with overseas students. First, Turkish students or other overseas students started with greetings in mother tongues and their English equivalents. Then the other country's students performed the same. Afterwards, Turkish and overseas students played kahoot on their smartphones, tablets, laptops or smartboard to practice what they were exposed to. The sessions ended with questions prepared by Turkish and overseas students on topics they were curious about. Predetermined same greetings were presented by Turkish and overseas students using their mother tongue and English on Zoom (see Appendix 4).

2. *Language exchange on Flip:* Language exchange on Flip app was utilized for a period of two weeks for each overseas country. It was preferred by researcher when online session among Turkish and overseas students was not possible due to time difference or researcher and overseas teachers' conflicting class times. It was based on exchanging videos on Flip App. Turkish students recorded their videos, and sent them to researcher to upload them on Flip. Then overseas students could watch the videos coming from Turkish students and replied them recording their own videos. Overseas teachers uploaded overseas students' responses for Turkish students on Flip. First videos

were based on language exchange. Turkish students recorded greetings in Turkish and their English equivalents, then sent them to the researcher. Then the overseas country's students performed the same, and sent them to their own teacher. Afterwards, Turkish and overseas students played kahoot on their smartphones, tablets, laptops or smartboard to practice what they were exposed to. They were expected to play it in a few days. The following videos were recorded with questions prepared by Turkish and overseas students on topics they were curious about. First, Turkish students sent their videos to researcher to upload on Flip, then Overseas teacher sent the responses and questions from overseas students to the researcher on the App. The overseas activity ended with Turkish students' answers to the questions posed. Predetermined same greetings were presented by Turkish and overseas students using their mother tongue and English on Flip (see Appendix 4).

3. *Kahoot game*: Kahoot game was 10-15 min. engaging game. In Zoom sessions, Turkish and overseas students played it simultaneously, but in Flip sessions, it was played asynchronously. Turkish and other overseas countries' mother tongues and English equivalents were gamified using Kahoot. There were 10 questions in each game played among Turkish and overseas students. 5 questions were formed in the format "Merhaba means....." There were four options with overseas students' written versions. These options were formed with overseas students' mother tongue equivalents with the Turkish greetings. Other 5 questions were formed as in "Adeus means..." These were asking Turkish equivalents for overseas students' mother tongues. Students could see their ranks after the game (see Appendix 4).

4. *Question/Answer Part*: Question/Answer Part was 15-20 min. engaging activity. Some prompts for questions were handed out by researcher to guide Turkish students. Turkish and overseas students took turns asking questions. Turkish or overseas students asked the first question, then the other country's student answered. Then the other country's students asked the following question, and took answers from the partner country's students. Five questions were asked by Turkish students and five by overseas students.

5. *Mystery animal*: Mystery animal was a 10–15 minute critical thinking challenge that Turkish students participate in while connecting online with overseas students. The objective for Turkish and overseas students is to identify the animal of the other school students kept in mind before other country's students. Both Turkish and Overseas students kept two mystery animals in their minds and continued to give clues or answer yes/no questions until other school students found them. If they could not find the mystery animal after three guesses, the other school students were told the name of the animal. Then it continued with the challenge of finding the next mysterious animal.

6. *Mystery country*: Mystery Skype was a 10-15 minute critical thinking challenge that Turkish students participate in while connecting online with overseas students. The objective for

Turkish and overseas students is to identify the location (country) of the other school before other country's students. Asking yes/no questions helps students perform this.

7. *Song performance*: Song performance was a 3-5 minutes motivating activity. Overseas country's students performed a song. It was an online performance. It was performed by Portugal. The song had a story. First, the Portuguese teacher mentioned the real story of a giraffe born without spots. Portuguese students sang the song with the guidance of the Portuguese teacher. All the activities were meticulously planned and carried out. Table 5 shows the details of the sessions with overseas countries.

Table 5: The lesson plan with overseas countries

Activity	Language Exchange (First phase)(10 min.)	Kahoot game (Second phase)(5-10 min.)	Question/Answer Part (Third phase)(15-20 min.)
Index	Predetermined English Greeting: 1.Hello 2.How are you 3.I am fine 4.Nice to meet you 5.Good bye	10 questions, 4 options, Synchronous or Asynchronous	Prompts for Turkish students: What is your favorite...? Can you describe...? What is/are...?

Table 5 shows the lesson plan for 30-40 minutes so that the students could be prepared before the sessions. The sessions started with greetings in mother tongues and their English equivalents. Afterwards, students played kahoot on their smartphones, tablets, laptops or smartboard to practice what they were exposed to. The sessions ended with questions prepared by Turkish and overseas students on topics they were curious about. Some teachers wanted to add different activities. Therefore, additional activities were also meticulously planned. Table 6 shows the lesson plans of additional activities.

Table 6: The Lesson Plan With Overseas Countries (Extra Activities)

Activity	Mystery Animal (10 min.)	Mystery Country (10 min.)	Song Performance (3 min.)
Index	Prompts for Turkish students: Is it big? Is it small? Is it wild? Can it fly/swim? Does it breed? Can you repeat? Can you speak slowly?	Prompts for Turkish students: Is it big? Is it small? Do you speak English/...? Are you from Asia/...? Are you close to France/...? Is it ...? Can you repeat? Can you speak slowly?	 Once there was a time when Kip was wander-ing, Her head a-bove the clouds, Spot-ting spots and dots while lost in thoughts, She's look-ing for all of her spots. She's look-ing for all of her spots. So where did she go? And what did she see? Where did she go? And what did she hear? Once there was a time when Kip was wander-ing, Her head a-bove the clouds, Spot-ting spots and dots while lost in thoughts, She's look-ing for all of her spots. She's look-ing for all of her spots!

Table 6 shows the lesson plans of additional overseas activities suggested by overseas teachers. The table includes some prompts prepared by researcher to guide Turkish students, and lyrics and notes of the song activity. The extra activities were included before online sessions because some overseas teachers were willing to add these specific activities. For example, the teacher from Jordan wanted to add an animal guessing game, and the teacher from Portugal asked to share a musical show while teachers from Lithuania and Argentina requested to play a country guessing game. Researcher accepted their requests on the condition that the main plan could be carried out.

3.4.1. Data Collection Procedure

At the beginning of the data collection process, students' levels were identified by OPT (Oxford Placement Test). Table 7 shows the OPT results of the participant students before starting three months of online extracurricular speaking activities.

Table 7: Descriptive Data of the Students' Level of English Proficiency

Number	Student Code	Score	CEFR
1	S1BK	0.8	Pre-A1 (High)
2	S2BM	6	A1
3	S3BU	0.6	Pre-A1 (Mid)
4	S4IT	0.7	Pre-A1 (Mid)
5	S5AK	0.7	Pre-A1 (Mid)
6	S6AH	6	A1
7	S7NB	0.5	Pre-A1 (Mid)
8	S8ED	24	A2
9	S9MO	0.8	Pre-A1 (High)
10	S10YY	0.5	Pre-A1 (Mid)
11	S11BA	11	A1
12	S12MY	3	A1
13	S13EK	3	A1
14	S14AB	0.9	Pre-A1 (High)

Table 7 shows students' OPT scores and CEFR levels. There is a large variety in the students' performance levels, as indicated by the scores, which range from 0.5 to 24. Students are also divided into four groups based on their CEFR performance levels: "Pre-A1(Mid)," "Pre-A1(High)," "A1," and "A2." The levels are "Pre-A1" for beginners, "A1" for elementary competency, and "A2" for pre-intermediate. The additional remarks such as "(High)" and "(Mid)" offer more information regarding the students' competency in these levels.

The sessions with overseas teachers were arranged thoroughly. Researcher sent a message on her social media account. The text was "I'm an English teacher from Türkiye. Are you interested in language exchange?". Many teachers from other countries texted to the researcher. The researcher preferred to carry out activities in as many different countries as possible to ensure that the research reflected as many diverse perspectives as possible. Each lesson had thirty to forty minutes for speaking sessions. The timing of classes varied by nation. Following the negotiations with researcher, teachers agreed upon the content, date and time of the sessions. At the times the sessions could not be arranged at appropriate times of the teachers, Flip App was used to exchange videos instead of Zoom App. The table 8 shows the scheduled events with their planned details.

Table 8: Schedule of the Overseas Sessions

No	Teacher Code	Country	Date	Time (Türkiye time)	Time Difference	App
1	T2	Kenya	13.09.2023	12.10 pm.	GMT+3	Zoom
2	T3	Bangladesh	2 nd and 3 rd weeks of September	Two weeks	GMT+6	Flip
3	T4	South Korea	3 rd and 4 th weeks of September	Two weeks	GMT+9	Flip
4	T5	Czech Republic	02.10.2023	12.00 pm.	GMT+1	Zoom
5	T6	India	02.10.2023	03.20 pm.	GMT+5:30	Zoom
6	T7	Vietnam	09.10.2023	03.20 pm.	GMT+7	Zoom
7	T8	Indonesia	16.10.2023	12.00 pm.	GMT+7	Zoom
8	T9	Jordan	25.10.2023	12.00 pm.	GMT+3	Zoom
9	T10	Japan	1 st and 2 nd weeks of November	Two weeks	GMT+9	Flip
10	T11	Greece	08.11.2023	12.10 pm.	GMT+2	Zoom
11	T12	Argentina	08.11.2023	03.30 pm.	GMT-3	Zoom
12	T13	Lithuania	13.11.2023	12.00 pm.	GMT+2	Zoom
13	T14	Hungary	22.11.2023	12.00 pm.	GMT+1	Zoom
14	T15	Portugal	29.11.2023	12.15 pm.	GMT+0	Zoom

Table 8 includes the countries and mother tongues of overseas teachers, additionally arranged session dates and times along with overseas countries' time differences and used Apps for meetings.

Prior to the gathering of data, consent forms were obtained in writing from overseas educators and the parents of the students, who are under the age of eighteen. Additionally, the required approval was obtained by the MoNE and the Social Sciences Ethical Board at Karadeniz Technical University. The information about every data source was provided below. The tests were employed in the first week of September, then the students joined the sessions starting with the second week of September till December.

3.4.2. Data Collection Instruments

In this study, the Oxford placement test and AMTB were used as pre-tests and post-tests. These tests were repeated after the intervention of online overseas speaking activities to compare the results. Additionally, students' A2 speaking performance were assessed by two English teachers according to CEFR at the beginning of the speaking activities and at the end of the process to examine if there was any difference at the students' speaking levels. In order to maintain result reliability and prevent outside assistance, participants took the Oxford Placement Test and the LLAMA at school, whereas the AMTB was done at home to ensure comfort in talking about thoughts. The researcher offered participants the opportunity to request assistance from her while the test was being administered. The A2(according to CEFR) speaking performance of the participants was assessed by English teachers based on the CEFR. After every session, participants were also asked to write on google form about their thoughts, feelings, and opinions. Further interviews were conducted in order to have a deeper understanding of the students.

Additionally, Carroll (1959) and Grenena (2013) asserted that aptitude does not change even with intervention over two years. Therefore, LLAMA was just used as a pre-test to assess the aptitude of students. Data from the tests were analyzed using SPSS statistics 22.0. Additionally, participants were asked to share their opinions and feelings after the sessions to get a deeper understanding of the process.

3.4.2.1. AMTB

The AMTB was used to gather information about the attitudes and motivations of the EFL learners, which can affect their level of involvement, perseverance, and success in learning a foreign language as the study was concerned with the progress in students' motivation after online extracurricular speaking activities. Numerous empirical studies have shown that attitudes and motivation have an impact on an individual's ability to acquire a second or foreign language (Dörnyei et al., 1994). A significant portion of studies concerning the attitudes and motivation involved in learning a second language have evaluated these factors through the use of the Attitude/Motivation Test Battery (AMTB) (Gardner, 1985) or its variants. Gardner (2001) goes into further detail about instrumental and integrative motivation in Attitude/Motivation Test Battery. It is proposed that a complex of motivational, goal-directed, and attitude factors make up integrative motivation. An individual who possesses integrative motivation is driven to acquire another language, exhibits a willingness or want to identify with the other language community, and generally views the learning environment favorably. The motivation of the participants to acquire English as a foreign language was assessed using the Turkish version of the Attitude Motivation Test Battery (Gardner, 1985) by AKYOL (2019). Students expressed their ideas on the 5-point Likert scale AMTB, which ranges from strong agreements to strong disagreements. It included 46 items. A pilot research with 28 participants was carried out to assess the AMTB's reliability (Akyol, 2019). This pilot research found that the Turkish AMTB version's reliability was 0.85 Cronbach-alpha. Furthermore, the Cronbach's alpha value in a study by Akyol, who created the Turkish adaption of the AMTB, was 0.91.

3.4.2.2. Llama test

The LLAMA was utilized to assess students' language learning capacity based on specific linguistic and cognitive abilities as the study dealt with relation between the students' language learning capacity and language proficiency. Granena (2013) claimed that diverse cognitive styles are associated with various aptitude kinds. Apart from the broad conclusions Li's (2015) meta-analysis draws about aptitude, it is also easy to see how different aptitude tests are and how different assumptions they make about the idea or construct of aptitude. As one of these assessments, Meara (2005) created the LLAMA tests, which are a free, user-friendly, language-neutral set of aptitude tests consisting of four distinct components: grammatical inference (LLAMA_F), phonetic (implicit) memory (LLAMA_D), sound-symbol correspondence (LLAMA_E), and vocabulary learning

(LLAMA_B). These tests are based on the standardized MLAT tests (Carroll in 1959). The grammar inferencing test is called LLAMA_F. During the program's presentation phase, the examinee is presented with a sequence of images that represent objects and forms, along with a brief text in an artificial language that describes each image. It is expected of the test-taker to determine the relationship between the descriptions and the images. Word order, gender, singular, dual, and plural numbers, conjugating prepositions, and other grammatical and morphological aspects of the language should all be inferred from this. Examinees get five minutes to look through this dataset. After that, they are shown an updated set of images with new components. Test-takers identify the correct description for each picture by matching it with one of two possible descriptions. As long as students have internalized the language use principles demonstrated during the presenting step, they ought to be able to accomplish this. The new test LLAMA_D is not included in MLAT. It relies on the idea that identifying repetitive sounds in spoken language is a fundamental skill in language learning. In other words, a learner who can identify repetitive sounds in a sentence is more likely to pick up on subtle differences in speech, which facilitates their ability to identify the individual words and word variants that indicate morphology. An adaptation of the sound-symbol correspondence task from MLAT is called LLAMA_E. The syllable indicated by the label can be heard by clicking a button. Examinees are given two minutes to play around with this interface. The software then enters its testing phase. In this section, candidates must determine which among the two spellings of a complicated two-syllable "word" they hear is right. The vocabulary learning module for the LLAMA exams is called LLAMA_B. It evaluates the users' capacity to give unknown objects unfamiliar names. In order to evaluate this skill, Carroll and Sapon (2002) require test takers to recall a series of paired associations.

3.4.2.3. OPT

Students' English language proficiency was evaluated using OPT (Oxford Placement Test), to identify what level language proficiency Turkish students possessed before starting the overseas speaking sessions. The two components of the Oxford Placement Test are Listening and Use of English. Students' mastery of vocabulary and grammatical form is evaluated in the Use of English section. There are one hundred items in this part. The task has fifty minutes to be completed. Participants are given directions to read the stem with a blank and select one of the three answers. The test type is a multiple-choice question, just like the MEPT (Michigan English Placement Test) (Purpura, 2004). Students' general listening skills are evaluated in the listening part. There are one hundred items in the listening section. The listening test takes about ten minutes to do. Participants are required to select the correct word from two options that they hear in brief sentences. This kind of test is known as a phonemic discrimination task (Buck, 2001). The test-takers' role is to discriminate between two words that differ by a single phoneme. The comprehension of the meaning being communicated by students was tested in both portions, and this is a very reliable measure of general language proficiency. The OPT results consisted of the time taken, a score out of 120, and

the CEFR level (Pre-A1 to C2). All they needed was a computer with reliable internet access and headphones. Because the Oxford Placement Test is computer adaptive, it modified the level of difficulty of the questions according to how students answered. This guarantees that it provides a more accurate measurement than conventional placement tests and makes it more motivating.

3.4.2.4. Speaking Assessment (CEFR)

Speaking assessments were utilized to determine students' present competence levels and to get insight into their English-speaking abilities, including pronunciation, fluency, vocabulary use, grammatical accuracy, and coherence in speech. Pre- and post-speaking assessments were used to monitor students' development over time. According to the CEFR (the Common European Framework of References), language functions play a crucial role in communication as it is the major focus of language use (Council of Europe, 2001). As a result, language learners are divided into several proficiency levels based on their language skills. In various educational and assessment situations, the CEFR offers a methodical framework and a point of reference for creating and comparing exams. It has been useful in this assessment for setting the level descriptors and implementing the construct. Students' speaking skills were evaluated according to CEFR standards (Council of Europe, 2001). The table 9 shows the criteria used by two different teachers when evaluating students.

Table 9: Speaking Rubric

CEFR A2	Exceeds expectations 6.68-10	Meets expectations 3.34-6.67	Needs improvement 0-3.33
Fluency	The student maintains simple exchanges and needs very little assistance or support	The student maintains simple exchanges, despite some difficulty; however, he/she might need support from the teacher.	The student has considerable difficulty to maintain simple exchanges. Additional support is needed.
Pronunciation	Student's pronunciation is mostly intelligible and has good control of phonological aspects at both utterance and word levels.	Student's pronunciation is mostly intelligible, despite an evidently limited control of phonological features.	The student has very limited control of phonological features and is often unintelligible when pronouncing in the target language.
Accuracy	The student has a good degree of control of simple grammatical forms at this level.	The student shows sufficient control of simple grammatical forms at this level.	The student shows only limited control of a few grammatical forms at this level.
Vocabulary	The student uses a variety of appropriate vocabulary when talking about everyday situations.	The student uses appropriate vocabulary to talk about everyday situations.	The student uses a vocabulary of isolated words and phrases.
Originality	Originality, insight, and creativity are evidenced in the speaking portfolio.	Originality, insight, and creativity are demonstrated sometimes; the student tries to contribute, but the final portfolio does not go beyond the expectations.	Originality, insight, and creativity are not clearly demonstrated; the final portfolio is not creative at all.
Note. This rubric was adapted from Council of Europe (2001)			

This rubric offers broad guidelines for evaluating a number of aspects of A2 speaking ability, such as fluency, pronunciation, accuracy, vocabulary, and originality.

3.4.2.5. Post Event Diaries

The researcher noted the process day by day from the beginning in order to more accurately represent the experiences, feelings and thoughts of the students. As Smith (1994: 9) noted, “No one library or home study contains all of the papers that are important for a life story. Pools of data exist in all sorts of likely or unlikely places.” Journals, diaries, and case files are common textual formats in which single researchers reflect (Boutilier et al., 2017). Keeping a study diary offers the chance to document the process’s emotional ups and downs in addition to enhancing the quality of data collection (Engin, 2011). Accordingly, in order to understand more comprehensively what impact the sessions had on the students, the participating students and foreign teachers were asked to share their feelings, thoughts and suggestions after each activity. The researcher as me kept reflective diaries as a record of the sessions experienced by the students. According to Biggs (1999) and O’Rourke (1998), reflective diaries foster critical self-reflection and self-awareness in addition to demonstrating comprehension of current knowledge, reflection, professional judgment, and application.

3.4.2.6. Follow-up Interviews

The researcher performed follow-up interviews in order to gain a deeper understanding of the opinions of the students. All students who voluntarily consented to talk about their reflections on the online sessions were later interviewed by the researcher. The principal of the school assigned the researcher a separate room where the children were encouraged to discuss their reflections in an informal conversation. The researcher probed and clarified their answers by asking them probing questions when necessary. The interviews, which lasted roughly 20 minutes, were held in Turkish, the students’ first language. The original statements from the students were transcribed and translated into English quotations which were then utilized to report the findings.

3.5. Validity and Reliability Issues

Yin (2014) offers a number of strategies for improving case study validity that are categorized under four tests: construct validity, external validity, reliability, and internal validity. These strategies are used in many stages of the research process: during data collection, data analysis, composition, and study design. In order to enhance the study’s level of validity, these case study techniques were combined with Nowell et al., (2017) strategies. Table 10 shows case study strategies of the study.

Table 10: Case Study Tactics of the Study

Strategies/Tests	Case Study Tactics	Triangulation Process
Construct Validity	-use of several evidence sources -extended participation and ongoing observation - examine the draft case study report with key informants, and colleague review	-data collection -data collection -member's checking
Internal Validity	- The researcher included a new variable.	-data analysis
External Validity	-apply theory to specific case studies	-research design
Reliability	-diverse data sources, including documents and observations -build a case study database (a chain of evidence that explains the events in the case study reporting to the audience). -Reliability attempts to reduce biases and errors in a study.	-data collection -data collection -composition

Source: Yin, 2014

Reliability: This study employs triangulation, which is the utilization of many and numerous sources, researchers, theories, and methodologies. In order to verify the evidence, the data was gathered using a variety of methods, including observation, diaries, and surveys and questionnaires. Post-event diaries were also kept by students and overseas instructors in order to triangulate data and obtain alternative viewpoints on the project.

Validity: Multiple studies within a single study boost internal validity since the researcher's involvement strengthen the research's perspective and foster critical interpretation, (Merriam et al., 2019). In order to increase the validity, the journal was kept by the researcher from the beginning to the end of the study, touching on observations, feelings and thoughts. Establishing rapport and noticing biases may require sustained involvement with participants or in the field. This was also confirmed in this study, particularly with the students who took part. As previously noted, the researcher used to spend three hours a week teaching English to fourteen Turkish students and helping them with tasks. This made it possible for them to view the researcher as their teacher rather than a researcher, which might have had an impact on their actual comments. For three months, students in the study were engaged in online speaking sessions with fourteen overseas countries from Africa, Asia, Europe and America continents. Data validity was enhanced with interviews of personal opinions regarding the online sessions which overseas teachers experienced with Turkish EFL learners. The teachers were encouraged to express both positive and negative ideas, and they were encouraged to reflect their thoughts as they were, with the understanding that their contributions would contribute to the subsequent sessions. The initial report's accuracy and trustworthiness were verified by returning the early drafts of the interpretations and inferences drawn from the information provided by the participants. In addition, my supervisor and two outside colleagues— Applied Linguistics researchers—reviewed the entire study process, which resulted in some necessary revisions. In addition, this made me see my supervisor as an internal voice that would constantly provide opposing viewpoints and give me instructions on what and how to investigate, so I was able

to identify my own shortcomings. Reviews from colleagues and supervisor were available to help me find my way.

As a requirement for external validity, the current study must be connected to a broader community or the outside world; in other words, it must be able to be applied to the entire population. Yin (2014) disagrees with the notion of quantitative generalization, arguing that it would be deceptive. Rather, what he suggests is analytical generalization, which is defined as “corroborating, modifying, rejecting, or otherwise advancing the theoretical concepts” in a study or, at the conclusion of a study, generating new concepts. In this study, the other researchers aiming to go through the same procedure are convinced to have transferability by a thorough description. Studies with similar characteristics are encouraged to draw conclusions and apply comparable discoveries by the detailed and thorough description of the environment and participants. As a result, with the aim of providing transferability, careful attention to detail was paid to the participants, the environment, and every aspect in this study.

3.6. Positionality

The researcher leading this thesis emphasizes the vital importance of clearly defining positionality to enhance focus and clarity in the research. This study’s academic viewpoint and methodology have been greatly influenced by the special combination of abilities and background that shaped it. These experiences were gathered during enrollment in an English teaching degree program and a four-year teaching internship that followed. A thorough awareness of curriculum development, instructional strategies, and the complex dynamics of teacher-student relationships were all cultivated by this immersion. This broad background shows exposure to various situations and points of view, which lessens the possibility of bias resulting from a limited perspective. Beside this, the awareness of regional variances in educational settings, which can minimize bias by accounting for distinct cultural, linguistic, and socioeconomic factors, is indicated by the researcher’s experiences teaching in other places, such as Samsun, Dargeçit, and Mardin. Experiencing linguistic diversity firsthand after teaching nine years in Rize, where bilingualism (Lazish and Turkish) is common, shows that researcher can lessen bias pertaining to linguistic preferences or presumptions by appreciating and accommodating diverse linguistic origins.

Furthermore, ten years of work with the Turkish Ministry of National Education provided deep insights into Türkiye’s educational system, especially with regard to English language training. Simultaneously, serving as a facilitator for the English Together Project for three years has given me the chance to apply cutting-edge teaching techniques, promote collaborative learning environments, and support the continuous improvement of English language training in Türkiye. By ensuring that researcher take into account more comprehensive educational policies and practices, this institutional perspective can help mitigate bias resulting from limited, localized viewpoints. Additionally, the

researcher as me spent a year teaching English to the participant students ensuring that the students were comfortable with me. This allowed the students to provide “well-grounded, rich descriptions and explanations” (Miles and Huberman 2009) about their experiences attending online sessions with overseas countries.

3.7. Trustworthiness and Reflexivity

In the initial phase of this investigation, the experience of engaging with numerous international educators and their students, coupled with the observation of heightened enthusiasm among my own students and their parents, marked a significant and enriching journey.

Trustworthiness: According to Lincoln and Guba (1985), researchers can convince themselves and readers that their study findings are important by demonstrating their trustworthiness. By adding the criteria of credibility, transferability, dependability, and confirmability to the traditional quantitative assessment criteria of validity and reliability, Lincoln and Guba (1985) improved the idea of trustworthiness. After providing a brief definition, the researcher as me will discuss how I tried to carry out a trustworthy theme analysis and then weave that definition throughout the explanation that follows.

Credibility: A variety of techniques to address credibility were proposed by Lincoln and Guba (1985), including prolonged engagement, persistent observation, triangulation of data collecting, and triangulation of researchers. Accordingly, the study required three months of intensive researcher observation. The intention was to conduct two analyses of the data: one just before data collection and the other three months later, in order to allow for data digestion and time-based triangulation when it came to data analysis. Data was also gathered via students’ post-event diaries. Two applied linguistic researchers and my supervisor also reviewed the data.

Transferability: The term “transferability” describes to what extent an investigation may be applied. This solely relates to case-to-case transfer in qualitative research (Tobin & Begley, 2004). The researcher must give thorough descriptions so that those wishing to move the findings to their own site can assess transferability, even when the researcher is unable to predict which sites may want to carry out so (Lincoln & Guba, 1985). In accordance with transferability, researcher gave a clear description of the process adapted in this study. This thick description included choosing samples, arranging the online sessions, adapting the session activities and reaching to themes explaining the situation benefiting from triangulated data collection and triangulated researcher guidance.

Dependability: Researchers can make sure the study method is rational, traceable, and well recorded in order to attain dependability (Tobin & Begley, 2004). Researchers are better equipped to

assess the reliability of the research when they can see how it was conducted (Lincoln & Guba, 1985). A method used to demonstrate the validity of a research study is to conduct an audit of its methodology, which provides an open account of the activities involved in doing research from project inception to the development and release of results (Koch, 1994). Reliability is the last aspect that helps to improve the study's quality. It involved various researchers coming to the same conclusions at different times or from different sources. As Yin (2003) warns the case is repeated rather than being duplicated in a different case study. It is necessary to properly document the study's processes so that others can replicate the same scenario. All the details of the process were meticulously explained in this study to help researchers go through the similar steps in order to implement similar studies. To improve dependability, Yin (2014) recommends utilizing case study databases and case study protocols. This study protocol is a set of guidelines that includes an overview, questions for collecting data, procedures for collecting data, and a guide for the sections of the study report that are specific to the researcher's topic. The guidelines in a protocol were followed as closely as possible in the present study. Pre- and post-test data from participating students were gathered to evaluate their improvement. After every session, they were given the opportunity to record their thoughts and feelings in their diaries. Overseas instructors were also requested to provide their thoughts on the sessions in order to gain a broader perspective. Regarding the study database, all of the data sources—including video files, transcriptions that include notes and memos, and documents—are stored on a hard drive and in my personal email to take precaution for the possibility of that the former cannot be accessible again. Regarding the reliability of the post-event journals, its content were examined with colleagues and students. Every theme was thoroughly examined, and it was confirmed that the themes provided matched those of the students.

Confirmability: Confirmability is established when credibility, transferability, and dependability are all attained, according to Guba and Lincoln (1989). In order to help researchers understand how and why decisions were taken, Koch (1994) advised researchers to incorporate markers such as the justifications for theoretical, methodological, and analytical choices made throughout the entire study. Accordingly, the researcher explains the reasons for all choices throughout the study. The number of participants is fourteen because this study aims to examine the participants in detail at certain conditions- online extracurricular speaking activities. Therefore, researcher also decided to combine quantitative and qualitative research methods in this study. There was a time limitation for 40 minutes for each activity and the researcher did not have enough students to carry out these extracurricular speaking activities because speaking skill is hardly gained in some Turkish educational settings as explained before in the literature review part. Moreover, these online sessions were extracurricular, so they were after class or at lunch time depending on the time of the other countries. The researcher aimed to carry out at least one online speaking activity each week. Even that amount of sessions was difficult to achieve due to last minute cancellations by overseas teachers and difficulty in finding collaborative overseas teacher for sessions. There was non parametric distribution, the statistical analyses were chosen appropriately. There was also thematic

analysis to understand the situation better through student post- event diaries and follow up interviews.

Finally, the support and encouragement from parents facilitated my guidance of students. Parents provided phones for the Kahoot game during lunch breaks and after classes, ensured students remembered session dates and times, and maintained communication, even coordinating their trips. Initially, some students experienced significant stress regarding speaking activities, but both parents and researcher as me reassured and supported them, emphasizing continuous assistance throughout the activities. As students realized they were not alone and that performance wasn't graded, their concerns gradually subsided. Furthermore, the school administration provided necessary equipment and place for the activities. In addition, the researcher desired to share thoughts and personal experiences of the procedures used to plan and conduct the sessions. The overseas teachers were contacted by the researcher via a personal social media account, and they subsequently negotiated on the activities, times, and dates of the sessions.

3.8. Data Analysis

The post-event diary notes by the participants were subjected to thematic analysis. While performing thematic analysis, the steps recommended by Nowell et al., (2017) were followed. The data obtained were disassembled obtaining codes, adding notes and memos, and annotating the data. Then, Data was reassembled combining higher-level conceptual patterns (to categories and themes). Afterwards, reports and interpretation were given back to the participants for verification. Lastly, Triangulation was provided by the review of the supervisor and two other teachers. The necessary corrections and modifications were completed. With SPSS (22.0), quantitative data collected via questionnaire and tests was examined, acknowledging the relatively small sample size.

The argument was also presented using tables and graphs. In order to ensure that everyone understood each other's views, alternate explanations were looked at and reported interpretations were given back to the participants. The supervisor and two other colleagues also evaluated the draft report in order to offer a critical perspective. To create a triangulation, the quantitative data were collected twice at various times. Researcher conducted the first analysis from September 1st to September 10th, and the second analysis from December 1st to December 7th. The findings between these analyses indicated some differences. Additionally, qualitative data was collected after each event to better understand the phenomenon.

This chapter provided an overview of the study's environment, participants, and justification for selecting the research design. The following methods of gathering data were mentioned: post-event diary, observation, and survey/questionnaire. The chapter included details of the data gathering

process, validity and reliability issues, trustworthiness and reflexivity issues, and, lastly, an explanation of the data analysis process.



CHAPTER FOUR

4. FINDINGS AND DISCUSSION

This chapter presented and examined the empirical data collected from the exams, tests, post-event diaries and follow up interviews. The examination of exams was the first step, and it was followed by the examination of follow-up interviews and post-event diaries. As previously mentioned, SPSS (22.0) was used for the exam and test analysis, and theme analysis was used for the post-event diaries and follow-up interviews.

4.1. Demographic Profile

In this study, fourteen secondary school students participated, who were taught English by the researcher for three hours a week for a year. Table 11 below shows the participants' age, gender, and class.

Table 11: Demographic Characteristics of Participants

	Frequency	Percent
Gender		
Female	7	50,0
Male	7	50,0
Age		
11	14	100,0
Class		
6 th Grade	14	100,0
Total	14	100,0

Table 11 shows participant demographics, including gender, age, and class. The distribution of gender is equally divided into two categories: male and female, each with seven participants, making up 50% of the total. The age distribution of the participants is consistent, with all of them being 11 years old. In the same way, every participant is a sixth grader, indicating uniformity in class representation. All things considered, the analysis shows that the 14 participants have a uniform class distribution, a homogeneous age group, and a balanced gender ratio. Considering the very small sample size, this demographic breakdown provides critical insights for understanding the characteristics of the sample, which are necessary for interpreting research findings or developing interventions.

4.2. Findings

4.2.1. Findings Related to the Students' Attitude/Motivation, Proficiency of Foreign Language, Speaking Performance and Impressions Regarding Online Extracurricular Speaking Activities Using English Language as a Lingua Franca

Major Research Question: To what extent do online extracurricular speaking activities using English as a lingua franca influence the students' attitude/motivation, proficiency of foreign language, speaking performance and impressions?

AMTB pre and post-test reliability analysis with reverse coded items was analyzed using Cronbach's alpha reliability analysis. Several of the items (6, 7, 8, 9, 11, 12, 14, 19, 21, 22, 23, 26, 27, 29, 33, 34, 35, 37, 38, 41, 43, 44, 45) were reversed into positive statements for a more thorough examination and interpretation. Table 12 shows reliability analysis of AMTB with reversed coded items.

Table 12: Reliability of AMTB with Reversed Coded Items

AMTB	Number of items	Cronbach's Alpha
Pre-test	46	,871
Post-test	46	,866

One of the most significant indicators for evaluating the internal consistency reliability of a group of items and determining the degree of interconnectedness between them is Cronbach's alpha. Higher values in this statistic indicate increased reliability; ideally, this is close to 1. This statistic has a range of 0 to 1. Significant results are obtained when a pre-test and post-test scenario involving 46-item AMTB (Attitude/Motivation Test Battery) is examined. During the pretest phase, the items' internal consistency dependability is remarkable as indicated by the Cronbach's alpha of 0.871. Similarly, the Cronbach's alpha slightly reduces to 0.866 in the post-test phase while still providing a strong indication of reliability. These values, which are close to one another and above the standard threshold of 0.7, demonstrate the reliability of both tests.

Paired samples from the AMTB (Attitude/Motivation Test Battery) pre-test and post-test scores were analyzed using the Wilcoxon Signed Ranks Test, a non-parametric statistical technique. This test determines whether there is a significant difference between two related sets of data, and it is especially helpful when parametric assumptions are not met. In this instance, it was used to assess any changes in the attitudes and motivations that the AMTB evaluated after an intervention or over a certain amount of time. As the researcher was aware that AMTB has motivation subscales, the sample size was quite small, and the subscales are connected, therefore an analysis on subscales was

not performed to get a complete picture. Table 13 shows the wilcoxon signed ranks test results comparing pre and post-AMTB test results.

Table 13: Wilcoxon Signed Ranks Test Comparing Pre-AMTB and Post-AMTB Results

	Tests	N	Mean	Std. Deviation	Z score	Asymp. Sig. (2-tailed)	Significant Difference
AMTB	TotalPre-test	14	4,16	,352	-2,275*	,023	P<0,05
	TotalPost-test	14	4,4208	,31033			
* Based on negative ranks.							

The AMTB (Attitude/Motivation Test Battery), a specific tool designed to assess attitude and motivation, was examined in detail. The study examined 14 paired samples and offered a thorough summary of the differences between the pre- and post-test sessions. Important measures that provide insight into the distribution and central tendencies within each group are mean scores and standard deviations. The pre-test resulted in an average score of 4.16, whereas the post-test showed a little higher mean score of 4.4208. This suggests that attitudes or motivations may change towards a more positive state after the intervention or with time. The computed Z score served as an essential measure of the degree of variation between the paired samples. The research indicated that pre-test scores were somewhat lower than those found in the post-test phase, with a negative Z score. This directed insight highlights the possible influence of the intervention made, encouraging more research into the fundamental causes of this transformation. Examining the Asymp. Sig. (2-tailed) value, which represents the p-value, in more detail revealed the statistical significance of the reported results. The study revealed a significant difference between pre-test and post-test scores on the AMTB, with a reported p-value of 0.023, which is less than the standard criterion of 0.05.

As evidence that the intervention did, in fact, have a noticeable impact on the attitudes and motivations assessed by the AMTB, this statistical significance highlights the strength of the observed differences.

All things considered, the study presents a convincing image of the dynamic changes in attitudes and motivations that the AMTB records. These results demonstrate the usefulness of the AMTB as a diagnostic tool and provide insightful information on the effectiveness of educational approaches meant to promote increased motivation.

Additionally, paired samples from OPT, and speaking assessments' pre and post scores were analyzed using the paired sample t-tests. In this instance, the paired samples t-test was used to assess any changes regarding the students' proficiency of foreign language that OPT tested, and students' speaking performance after online overseas speaking activities with EFL peers. The paired sample t-tests were used to examine the differences between pre- and post-test scores across the variables:

OPTCEF, OPTuseofEnglish, and OPTlistening as well as SpeakingPronunciation, SpeakingAccuracy, SpeakingVocabulary, SpeakingOriginality. Table 14 shows paired sample t-test results comparing pre-opt, post-opt, pre-speaking, and post-speaking results.

Table 14: Paired Sample T-test Comparing Pre-OPT, Post-OPT, Pre-Speaking, Post-Speaking Results

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreOPTCEF – PostOPTCEF	,286	,825	,221	-,191	,762	1,295	13	,218
Pair 2	PreOPTuseofEnglish – PostOPTuseofEnglish	,000	1,038	,277	-,599	,599	,000	13	1,000
Pair 3	PreOPTlistening – PostOPTlistening	,071	1,072	,286	-,547	,690	,249	13	,807
Pair 4	PreSpeakingFluency – PostSpeakingFluency	-5,071	1,685	,450	-6,045	- 4,098	-11,259	13	,000
Pair 5	PreSpeakingPronunciation PostSpeakingPronunciation	-6,429	1,016	,272	-7,015	- 5,842	-23,667	13	,000
Pair 6	PreSpeakingAccuracy – PostSpeakingAccuracy	-5,714	1,139	,304	-6,372	- 5,057	-18,776	13	,000
Pair 7	PreSpeakingVocabulary – PostSpeakingVocabulary	-5,071	1,492	,399	-5,933	- 4,210	-12,720	13	,000
Pair 8	PreSpeakingOriginality – PostSpeakingOriginality	-3,643	2,023	,541	-4,811	- 2,475	-6,737	13	,000

PreOPTCEF and PostOPTCEF score differences have a mean of 0.286 and a standard deviation of 0.825. The t-value, which has 13 degrees of freedom, is 1.295. At the 0.05 significance level, the associated p-value for this comparison is 0.218, meaning that there is no statistically significant difference between the two sets of scores. With a mean difference of 0.000, there is not a noticeable mean difference between the PreOPTuseofEnglish and PostOPTuseofEnglish scores. With 13 degrees of freedom, the t-value is 0.000 and the standard deviation of differences is 1.038. The comparison's p-value of 1.000 indicates that there was no statistically significant difference in the test scores before and after. With a standard deviation of 1.072, the mean difference between the PreOPTlistening and PostOPTlistening scores is 0.071. With 13 degrees of freedom, the t-value is 0.249, and the related p-value is 0.807. This indicates that there is no statistically significant difference between the pre- and post-test scores for listening abilities, in line with the other comparisons. At the 0.05 significance level, none of the paired comparisons showed statistically significant differences overall. The null hypothesis, which states that there are no significant differences between the pre- and post-test scores for any individual variable, cannot be rejected in light of these findings.

The influence of a speaking exercise on fluency, pronunciation, accuracy, vocabulary, and originality as aspects of language ability was also evaluated using the paired sample t-test. For each of these features, pre- and post-speaking assessments were compared as part of the analysis. With a standard deviation of 1.685, the mean difference in fluency between the pre-speaking and post-speaking assessments was -5.071. With 13 degrees of freedom, the paired sample t-test produced a t-value of -11.259. The speaking exercise was shown to have a statistically significant difference in fluency before and after, as indicated by the significance level (p-value) being less than 0.001. Pronunciation, accuracy, vocabulary, and originality showed similar outcomes. In particular, there were mean differences of -6.429, -5.714, -5.071, and -3.643 between the pre-speaking and post-speaking assessments. P-values less than 0.001 showed that all of these differences were statistically significant at the 0.001 level. With 13 degrees of freedom for each pair, the matching t-values were -23.667, -18.776, -12.720, and -6.737. As an overall result, the findings imply that the online speaking exercise significantly improved a number of language skill aspects such as vocabulary, originality, accuracy, pronunciation, and fluency. These results demonstrate how well the online international speaking practice enhances overall speaking abilities.

The Students' Impressions Regarding Online Extracurricular Speaking Activities: Post event diaries were kept by the participant students throughout online overseas speaking activities. Using the following prompts: "What was the most interesting part of the session?" "What did you like most during the session?" "Was there anything unusual or interesting for you?" "How would you describe the session in one word?" and "Please share your thoughts if you want to add any other comment on the session," the researcher asked the students to share their perceptions. All the participant students volunteered to share about their experiences during online overseas sessions were individually questioned by the researcher. The researcher had informal conversations with each student in person as having a drink of tea or coffee. She encouraged them to share their thoughts, feelings, and experiences in a separate room that was given to her by the school principal. The researcher explored and clarified their answers by asking them questions when necessary. In order to gather information, the researcher utilized questions like "why" and "how," displaying not just descriptions of the participants' post-event diaries but also explanations. The interviews, which lasted roughly 20 minutes, were held in Turkish, the students' first language. The researcher translated the original student comments into the quotations used to report the findings. After the interviews were finished, the original transcriptions were retained to create the data. The data was then analyzed using the analytic induction approach (Lincoln & Guba, 1985). Researcher looked over the recorded data in search of student descriptions that stood out as recurrent themes. The researcher then examined the findings with two applied linguistic researchers and the thesis advisor, going over the data once more to check for discrepancies until saturation. Five primary themes came out of this induction process: English as lingua franca, intercultural communication, motivation to improve English, overcoming language anxiety, and engagement and appreciation.

Theme 1 “English as Lingua Franca”: Students talked about “language variation-regarding intonation and letters-”, “diversity of languages”. The significance of English as a lingua franca in promoting cross-cultural communication and educational opportunities was emphasized by most remarks. Students indicated a desire to study English, acknowledging the language’s popularity and usefulness in global settings. They realized that even though the pronunciations or syntax of their native languages may differ, English acts as a bridge language to provide effective and fluid communication with people from a variety of backgrounds. Here are some of the examples from students’ feedback:

S1BK: ... Their pronunciation is very different, like a deep voice. My voice gets thinner when I speak English. They may or may not change. So, teacher, the intonation is changing...

S5AK: ...and teacher, the most important thing is that we learn the language of the country we speak to. They taught us, and we taught them. I thought their speeches would be easier to pronounce...

S8ED: ... How children speak English so well at this age...Their way of speaking English is different. For example, the way Indians speak English is different, they have their unique accent there, the style of speaking English is different... The most interesting part about the Czech Republic is when they say “hello” on their mother tongue...It was like a teacher was saying something to them but it sounded like she was yelling. Then the children started singing. At first, she was saying something like “start” to them, in our language, that tone of voice means getting angry, but they use it in daily life...

S11BA: ...their speaking styles are different. In other words, some of them spoke English with a lisp or with different intonations. If we spoke in their mother language, maybe I would notice them too. They introduced their mother language, but like “hello!”...

How the students view linguistic diversity, the function of English as a lingua franca, and their own experiences communicating across cultural boundaries are displayed by their remarks. S1BK, S8ED, and S11BA, for example, observed variations in English accents and pronunciation and intonation when compared to other languages. S8ED commented on the distinct Indian accents and Czech tones, while S1BK noticed variations in their own voice when speaking English. Students also recognized the benefits of studying multiple languages. For instance, S7NB valued the process of learning from one another, whereas S5AK and S14AB discussed the difficulties and advantages of comprehending and speaking languages other than their own. Additionally, S4IT found the different languages strange. A number of students underlined how crucial English is for promoting cross-cultural communication. S9MO explained how English might be modified to match the speaker’s native linguistic patterns, and S5AK stressed the importance of knowing the language of the nation in which one interacts. S10YY and S14AB talked about how hard it was for them to adjust to new grammatical structures and pronunciations. S14AB in particular reported feeling lost when it came to English sentence constructions.

Furthermore, they stressed the usefulness of English, emphasizing its significance for conversing with people from various nations, even in situations where their mother tongues may be

the principal medium of communication. All in all, these comments demonstrated how important English is as a medium for promoting understanding and connections across borders. Here are some of the examples from students' feedback:

S5AK: ...but first in English, so that it fits perfectly. Because English is a native language and a language that is common in all countries. In the future, for example, when we go abroad, we will not speak Turkish, we will speak English. Not all countries have to know some languages, but even if you know a little bit of English, it will help you. I mean, you can explain something to someone coming from a foreign country, even if it is a little bit...

S10YY: English is very good for speaking to other countries. While you need your mother language to talk to that country, English allows you to talk to other countries...

S14AB: English helped us communicate. He-a canadian boy from game the student played at home- said the name of the games. He told me the game names that I didn't know, and I learned them there...

The students' observations highlight the critical role that English plays in promoting global connectivity and understanding. S5AK made a comment about how important it is to speak English when traveling overseas, pointing out that it is a widely spoken language in many nations. S9MO expressed a wish to speak English more due to its broad usage, expressing this viewpoint. S10YY emphasized how speaking English can facilitate communication with individuals from all over the world, even if their mother tongues are different. S14AB shared a story about picking up new words while conversing in English with a Canadian peer in an online game. S5AK emphasized the usefulness of even basic English in multilingual settings when discussing the necessity of understanding it for interacting with foreigners.

Theme 2 “Intercultural Communication”: Students talked about “classroom setting-regarding design, dressing, and attitude”, “cultural traits-regarding cuisine and folk dance”, “physical appearance”, “time difference”, “digital competency “, and “technical problems”. Intercultural communication is another prominent theme in the students' reflections on their online overseas speaking activities. They cover a wide range of topics related to cross-cultural communication, including the classroom setting, physical appearance, and digital competency. The observations on the classroom setting, dressing, and attitude demonstrate how cultural differences appear in educational settings and affect how individuals interact and perceive things. Here are some of the examples from students' feedback:

S1BK: ... For example, they were sometimes louder. For example, when we were talking, people were laughing and we were laughing too. There may be differences. They are not used to us, and we are not used to them. You might be surprised, you might say how different this person is, like that...Their countries are different from ours; They could dress as they wanted in class, their classes were different from ours. There was a thing like a tablet in Japan.... It was a bit interesting that they used tablets in classroom -Hungary-.... For example, the sitting styles and sitting orders in classroom were different. In one of them, the lesson was taught in a U shape. Others had two desks. For example, the sitting styles and sitting orders were different. In one of them, the lesson was taught in a U shape, in the other there were two desks, there were only two desks side by side

from the front to the back of the class. In Japan, there were five people in rows, but everyone was sitting separately. The single seating is pretty good. Besides, you don't talk. In one of them, the boards were further back. A lot of things were hanging there. Something was hanging on the walls. There were cabinets, square square. For example, you have something for tomorrow, you can leave it there, you don't need to carry it in your bag. We bring books from home, so the bags can be a little heavier...

S2BM: ...For example, it was very different because it had two teachers, it was similar to the kindergartens here -Czech Republic-... The classes of all countries were strange. For example, the Portuguese had laid carpets in the classroom and they were sitting there. Some classrooms had single desks. During the event with the Czech Republic, there were writings in English on the walls in their classrooms. Maybe it was interesting to me because our classes are more flat. They have writing on the walls and carpet on the floor, but we don't. It's normal that it doesn't exist anyway... The students in Kenya were so sweet... the little song at the end was really cute... so we sent them a song specific to our region... I think it was the first time we talked to an Arab country, it seemed very strange. - Jordan-...

S5AK: ...I also noticed how foreign people were trained at this event. For example, I was always curious about their classrooms, how they sit, sometimes they had different sitting arrangement, their education, and so on. I was wondering how foreign countries receive education. Actually there isn't much difference. In fact, the classrooms were larger and the desk arrangement was a little different. They were sitting on the ground, and they were sitting in a U shape. It's a bit chaotic. I mean, we talked to many countries, some even sat diagonally. This intrigued me as to how they see the board... It's interesting that they use chalk boards -Hungary-...

S6AH: ...I thought they wore school uniforms like us in Indonesia, but they drew lines on their faces or something like that. This came weird to me so much...I really liked the school environment in Kenya, the students and teachers. they were very sweet. I think it is very good to have an open environment. You can study in peace... The children were wearing masks, their classrooms were very large, the children were casual, their classrooms were very colorful, they brought computers etc. to the classrooms - Japan-...

Students' self reports demonstrate how cultural variations influence educational experiences and viewpoints. For instance, S1BK and S11BA mentioned about distinctive seating arrangements and classroom design, highlighting the ways in which these tangible elements mirror educational and cultural principles. S3BU and S13EK drew attention to differing cultural standards surrounding formality in schooling when they made observations about students' informal clothing abroad in contrast to their school uniforms. Similarly, S6AH was fascinated by the facial markings observed in Indonesia while S7NB observed the differences in appearance amongst students from other nations. S12MY also observed that individuals wore a variety of clothing brands, which is indicative of clothing culture. The sharing of local music and dances was emphasized by S2BM and S12MY, showing a readiness to participate in cross-cultural dialogue and appreciation. S8ED mentioned distinctive classroom elements that influence the learning environment, such as glass walls in Japan and iron gates in Vietnam. On the other hand, some students, including S6AH and S14AB, expressed they felt uncomfortable or unusual when they saw unfamiliar cultural customs like iron bars or face painting in the classroom. A number of students, including S5AK and S7NB, mentioned digital competency and technological difficulties in their online exchanges. S7NB brought up logistical concerns by mentioning a connection issue that forced the teacher to utilize a cell phone. While S4IT observed that some schools lacked smart boards, S1BK thought it was

intriguing that Japanese classrooms used iPads. While S10YY observed casual use of electronics in schools overseas, S1BK and S2BM discussed their experiences with various classroom habits and instructional strategies.

Additionally, interactions students have experienced can also be observed through the reflections on attitudes regarding foreigners in the classroom. Here are some of the examples from students' feedback:

S6AH: ...I knew the Portuguese as a hard-tempered country, but after talking them, they seemed to me to be a very friendly country. Also, the people in Jordan are very nice. I also liked a teacher there very much (there were also three teachers sitting backward, another one having pictures), she seemed sincere to me...

S7NB: ...I used to think India was dirty, but it was very clean. I learned that they are not what others say they are...

S13EK: ...They were polite in his speeches, so they cared about us. They didn't make the speech for the sake of doing... I didn't expect Jordan to make this much preparation...

Students' reflections provide a window into the ways that initial contact to many cultures can impact students' attitudes and perceptions in both positive and negative ways. A pleasant learning environment was indicated by S5AK's appreciation of the teachers and their attitudes. After observing them in person, S6AH's original impression of the Portuguese as being severely aggressive was altered by a perception of friendliness. The student valued a sincere teacher in Jordan and thought that people there were generally kind. S7NB's preexisting impression about India's cleanliness was proved false after exploring the country. S13EK was impressed by the teacher's meticulous planning in Jordan as well as their speeches' politeness and sincerity. However, S9MO took offense at their Hungarian peers' ridicule of them, indicating a negative interaction. It was probably the perception of S9MO due to the attitude differences among cultures.

The examination of cultural characteristics like cuisine and folk dance also emphasizes the importance of cultural practices in forming identity and promoting understanding. Here are some of the examples from students' feedback:

S3BU: ...We learned their culture, teacher. They also introduced their classes, folk dances, dishes, etc. Their dances and folk dances are not the same as ours, the way they play folk dances is different from ours. Their movements, songs, etc. are also different. The names of their dishes were not the same as ours...

S12MY: ...I also liked learning about the culture there. We saw how they eat... My knowledge about other countries has increased. Their folk dances. My knowledge of other countries has increased. If I take an exam on other countries' culture-, I can answer it immediately. It was good for us to learn about other people's culture. So, in my opinion, this improved our culture. We saw how different their folk dances and speaking styles are from ours...Greek folk dances are similar to our folk dances...

S13EK: ...Argentine folk dances were interesting... It surprises me that Argentinians refer to Neymar rather than Messi as their favorite football player...

The reflections on cultural traits like food and folk dancing demonstrate how important these aspects are in helping students develop their identities and foster international understanding. S3BU observed the variations between their culture and other cultures' folk dances, gestures, music, and cuisines. S5AK found it interesting to learn about traditional foods like baklava and other cultural elements like sports and favorite players. S12MY thought it was interesting to learn about the cuisines, traditional dances, and speech patterns of different nations. The student's confidence and knowledge of other cultures increased. S13EK was surprised by Argentinians' preference for Neymar over Messi and fascinated by the country's folk dances. S11BA, S12MY, and S14AB noticed similarities between Greek cuisine and dances and customs from their own cultures.

Furthermore, the understanding of how visual cues might influence cross-cultural relationships is reflected in the examination of physical appearance as a factor in intercultural communication. Here are some of the examples from students' feedback:

S1BK: ...I was thinking that they would be like Turks, but their face types, for example, our face is white but theirs can be different colors. The types are different too. Black Sea people have humped noses, and in Korea they also have slanted eyes...

S2BM: ...The children in India were so cute.... I think it's extremely interesting that they painted their faces-in Indonesia-...

S6AH: ...Their facial features were very cute. Their eyes were close together and their lips were large. I found it funny that most of the male students had bald heads. They had very short hair, but they were cute. It looked like it brought joy to their faces...

S9MO: ...In India, the dot on teacher's forehead... Their appearance was normal for their region. They were normal in appearance, I thought they would be similar to us somewhat. There were people with slanted eyes, Japanese. There were blonde ones...

Students' opinions on the role of physical appearance in intercultural communication shed light on how students interpret and perceive physical distinctions, and how these interpretations affect their comprehension of and relationships with individuals from diverse cultural backgrounds. S1BK saw variations in skin tone and facial characteristics, such as slanted eyes and humped noses, despite her expectation that people from other cultures would appear like Turks. S2BM thought the students in India were cute and was fascinated by Indonesian face painting. S3BU was astonished upon noticing that, although having different skin tones, some people resembled them. S6AH saw variations in hairstyles and thought some facial features were cute. S8ED made a distinction between Vietnamese and Japanese students' physical characteristics and linked these variations to cultural identity. S9MO mentioned about observing regional variations in appearance, such as the traditional dot on the forehead of an Indian teacher and the variety of characteristics among Japanese and other nations. Overall, these observations indicate the importance of physical appearance in shaping

students' perceptions of cultural identity, fostering a deeper understanding and appreciation of diversity. This insight is crucial for educators and researchers aiming to promote intercultural competence and empathy among students. Our EFL students, therefore, go beyond learning a foreign language; they also gain valuable intercultural insights that enhance their global awareness and communication skills.

Furthermore, the time difference among countries interested the students. Utilizing digital platforms—particularly asynchronous video exchange—gave students the chance to improve their speaking abilities in a safe and encouraging setting. The recognition of digital competency as an essential component of effective communication in online settings highlighted the function of technology in mitigating cultural gaps and promoting international relations despite time difference. Here are some of the examples from students' feedback:

S2BM: ... I wish it wasn't with a video, but our hours didn't match –Japan-...

S3BU: ...Also, it was strange that the time difference was that it was evening for us and morning for them...

S5AK: ...For example, the Koreans recorded a video and sent it to us, and we recorded a video and sent it to them. So, like this, for example, they asked us questions: "what are your favorite food, sports or which player is your favorite?". We answered these questions in a slightly funny way. So it made me happy...

S12MY: ...And we saw how different the time period was. I mean, when we did it with South Korea, we were communicating through videos, there was a big time difference between us...

Students' regards on the effects of time zones and digital platforms—particularly asynchronous video exchanges—offer important new perspectives on how technology might improve cross-cultural dialogue and education. S2BM expressed procedural variations between sessions, noting the time difference with Japan. S3BU found it strange but intriguing that there was a significant time difference, with it being evening for them and morning for others. Koreans and their group made movies in which they asked and answered questions about sports, food, and players that they were passionate about. S5AK detailed this interactive discussion. The student found the interaction as entertaining and interesting. S12MY saw the notable discrepancy in time when corresponding through videos with Korea. Although our students technically know about different time zones from their science lessons, this experience allowed them to internalize time zone differences in a real and practical context for the first time. This hands-on experience deepened their awareness of global interconnectedness and enhanced their ability to navigate cross-cultural communication effectively.

Lastly, technical issues caused a serious obstacle to efficient communication in online language learning environments. Problems like slow internet access, delay in audio and video, and platform errors could break up a conversation and make it more difficult for students to interact with their classmates or native speakers. It required determination, flexibility, and, when needed, the use of

different platforms or communication channels to overcome these technological challenges. Here are some of the examples from students' feedback:

S2BM: ...Students in Kenya were very sweet but they had internet problems... The event was actually ending, but their electricity came back at the last minute, and then luckily ours went out :(but then it came back on again, that's it...

S8ED: ...Internet connection was very low. For example, it was pausing. There were a few technical problems on Zoom...

S13EK: ...While we were waiting for the electricity to be cut off in Indonesia, we were also cut off...

The feedback from the students emphasizes how crucial dependable technology is as well as how adaptable solutions can be to guarantee uninterrupted communication in online settings. Technical difficulties can impede learning and cause communication problems, but they also highlight the persistence and flexibility needed to overcome them. S2BM observed that although Kenyan students were pleasant, there were disruptions due to internet connectivity issues. They had power interruptions even when the event was almost over, which interfered with communication. During a Zoom session, S8ED encountered a poor internet connection and numerous pauses, which frustrated them and made communication difficult. Unexpected problems occurred as S13EK witnessed interruptions in electricity while it waited for the Indonesian electricity to be turned off. It is important to note that these experiences encourage students to recognize the disparities in technological access and reliability, enriching their global awareness and highlighting the importance of equitable technological advancements in education.

Theme 3 “Motivation to improve English”: Students talked about “extrinsic motivation”, “integrative motivation”, “language proficiency”, “interest in languages”, and “language learning strategies”. The students' perspectives on their online overseas speaking experiences provided insight into a range of motivational factors influencing their desire to become more proficient in English. They talked about integrative as well as extrinsic motivations emphasizing both internal aspirations to advance one's own growth and to engage with different cultures, as well as external incentives like academic or career-related objectives. Here are some of the examples from students' feedback:

S1BK: ...I hated English, but now it is one of my favorite subjects. My knowledge has increased a little more. For example, I hated it beforehand, so I concentrated a little more now. Now I'm starting to figure it out more. I like it. I see it as a hobby...

S2BM: ...My interest in English has increased... I started using English in daily life as well. I sometimes talk to my mother in English, but she doesn't understand. Maybe I started to like speaking English more. I think speaking English will contribute to my future. I mean, after all, if I go abroad, it's to communicate...

S8ED: ...Additionally, I saw some English teachers there and I wondered if I should be an English teacher and have activities like this done. I became more interested in English and considered

teaching as a profession...For example, I became interested in other countries and languages. So I had a lot of desire to learn that language a little more. In other words, I wanted to study both English and the languages of those countries in Duolingo, as well as the languages of other countries and English. If I go to other countries, I can speak both English and their language...

S14AB: ...I would like to improve my English and chat more... I didn't like English in primary school either, so I couldn't do it. I learned that I can be good at this, that I can talk, that I have to study. I saw that I could do it, and I continued to study with determination. I didn't like Turkish. I didn't like English either. Now I love Turkish and I also love English. Normally, I was good at Turkish, but I didn't like it. I wasn't good at English, and I didn't like it. Now, everything has changed. I started to love English but I wasn't good at it, and thanks to the activity, I started to improve it... My brain always seems to be doing English, I always have the desire to learn something while taking tests... I thought it was a difficult language, but it was easy...

The complicated interaction between individual interests, goals, and outside motivations include both internal and extrinsic elements influencing students' perspectives on learning a foreign language as well as their methods for getting more proficient. English went from being hated by S1BK to becoming one of her favorite topics and even a hobby. Due to S7NB's growing interest in English, she paid more attention in class and received higher scores. S2BM began to employ English on a daily basis and realized how important it would be for future global interaction. Through online speaking activities and interactions with peers from other nations, S13EK's interest in English has grown. S9MO recognized how studying English would be enjoyable in the future and how it would assist with communication and employment opportunities. Support from family members and the possibility of traveling abroad contributed to S11BA's interest in English. S4IT and S14AB saw increases in their proficiency and a heightened interest in the language. S8ED's growing interest in English inspired them to think about becoming teachers and picking up new languages. S14AB gained an emerging enthusiasm for English and Turkish and realized the entertaining and attainable nature of language learning. Overall, these reports reveal that a combination of internal interests, supportive environments, and practical experiences can significantly enhance students' motivation and proficiency in learning a foreign language. These findings imply that educators should focus on creating engaging, practical, and supportive learning experiences to foster a deep, lasting interest in language learning among students. The described experiences imply something that many EFL settings, as was the case in our situation, often lack: personalized and meaningful engagement.

Along with reflecting on their current language ability, the students also identify areas for growth and create objectives for language enhancement. Their curiosity and desire to learn also serve as strong motivators, and their interest in languages stands out as one of them. Here are some of the examples from students' feedback:

S1BK: ...For example, it was already mandatory to talk there, so we were learning to answer. I was learning words I didn't know...

S4IT: ...I can form better sentences. I can translate the English sentences into Turkish better. I learned sentences that I did not know by hearing them over and over again. There were words etc. on the papers you gave me, I memorized them...

S9MO: ...At first I couldn't form sentences, and I was saying the words wrong. Now, if I hear a new word, I read it correctly and I can form a sentence. I didn't know where words like "the" were used, but now I know, I remember...

S10YY: ...My pronunciation of words has improved a lot. I can also memorize English words faster. So I can understand the words now. I can understand the Turkish version of the word. In other words, we can now answer them with the words we memorized from another country. We talked to many countries. When we talked to the first two countries, we didn't know how to talk. Then, over time, we learned the words we would answer...When we first spoke to many countries, we were asking a question, and in subsequent conversations I was able to produce words myself. I mean, I couldn't talk to foreign countries. During our first conversation, I was shy and afraid. I talked easily in our next conversation. I can talk as I want. Some of my relatives were asking me if I could form sentences. I formed the sentences that I could. I didn't know the words before, I couldn't form sentences...

S14AB: ...I feel like I know grammar in English. I was so different. I could not speak. My pronunciation has improved. I don't know what all the words in the activities, etc. mean in the sentence, but I create sentences by knowing the meaning of the words there.... For example, words, I couldn't make sentences, so I started making sentences...

It appears from their hand-on experiences that the students displayed a great desire to learn languages as well as a deep curiosity by motivating them to overcome obstacles and advance their language abilities. Their desire to learn a language was pushed forward by this internal incentive. S1BK recognized that exposure and practice are crucial for picking up new vocabulary and enhancing language skills. Following engagement in tasks requiring communication, S2BM observed an improvement in her comprehension of spoken English. S4IT emphasizes how practice and repeated exposure lead to improvements in sentence construction and translation abilities. S8ED observed an increase in fluency, which suggests that she is getting better at expressing herself more naturally. S9MO indicated a growing degree of familiarity with the language's structure by describing improvements in sentence construction and comprehension of grammar rules. During online conversations with foreign peers, S10YY noted improvements in vocabulary retention, pronunciation, and speaking confidence. After taking part in online language sessions and listening to speakers of English, S11BA observed a discernible improvement in her English language skills. S14AB had growth in a number of language proficiency domains, including enhanced syntax, pronunciation, and linguistic knowledge.

The students also talked about the various strategies they used to study a language, from immersion methods to learning new words, showing that they were active in improving their language skills. Here are some of the examples from students' feedback:

S5AK: ...I started learning German from Duolingo. Because I wanted to know one more language. Learning German on Duolingo in my spare time, so as to keep myself busy. After this event, I thought about German. I actually think of many languages...I have become more focused on English. I mean if I was taking a test, I wasn't doing it in English, I was doing it wrong. But after this event, I started taking English tests, four tests, five tests. Because I didn't understand English, I was doing it wrong. But after this event, once I start taking English tests and learn the words, I want to take tests. Sometimes I have difficulty, so I look at the words' meaning from the English-Turkish translation. I feel brave enough to learn English...

S6AH: ...I couldn't translate conversations before, but now I can. I think it's something to do with the words. At that time (during the online speaking events) I was playing Duolingo to improve my speaking. You were even translating it while you were speaking there (at the online event). I even had a notebook and wrote the words there. For example, if I learn a word while watching a movie or something, I write it down there...I mostly watch the movies in English with subtitles. You already advised us this to improve our pronunciation. I was already watching. After this event, I started watching more...

S10YY: ...For example, when we were asking questions in English, we got help from Google-Google Translate- and looked at it while asking questions...I looked up the words on the English website and repeated the words on YouTube. I repeated the words there, and since I memorized them, I knew how to form the sentences...

S11BA: ...I've always been very interested in foreign music. After this event, I started listening to foreign TV series with English dubbing. Since I listened to most of the music from foreigners, I was trying to understand their meaning. If I got stuck somewhere, I would look for it on the internet. After the event, I started looking at translations of the music. So, if I see something in English, I immediately want to look up its meaning. I think they speak better English than ever. This helps me care more about English and learn English better. After TV series and music, I solve tests to comprehend English better...

S12MY: ...I thought speaking was very difficult, but it wasn't that difficult, it was simple. Speaking English, combining sentences, etc. My interest in English has increased much more. I wanted to memorize more words and participate in this event. I was playing Duolingo, etc., my interest increased a lot during the event...

S14AB: ...I solved tests...While taking a test, I look up the meaning of even simple words that I know the meaning of... Also, I wrote down the words on a piece of paper and did a quiz myself. I wrote Turkish, I wrote English, and thus I improved my English skills. For example, -ing or suffixes come at the end of the things I say, but instead of memorizing them, I memorize the words and they appear on their own. When I write all of them in Turkish, I can understand what they mean... It is a hobby for me. I memorize words in my spare time. There is a game on the board - a word contest game uploaded to the board by the teacher as me - I transferred it to the computer and play it at home. I can communicate in English. The language in the games is usually English, there is also Turkish, but I like English. When it comes to Turkish, I know everything, when it comes to English, there is a new enthusiasm. I learned many words from there, most of them. I was playing a game. I made friends, a Canadian boy. We were chatting with him, in English. He chats in English. Then, I was writing something on the chat... Only memorization is required. When we were in primary school, when we saw a new word, we memorized its meanings as we do now...

The students' reflections emphasized the diverse strategies they utilized to enhance their language proficiency, displaying their proactive attitude towards language acquisition. These strategies included using applications like Duolingo to learn languages, viewing English-language films and TV shows, practicing online, and interacting with people who speak the language. In order to practice their English outside of formal learning situations, S2BM, S4IT, S5AK, S8ED, S9MO, and S13EK also stated that they utilized language learning applications like Duolingo and other internet resources like YouTube and Google Translate more frequently. Whether it's by doing activities, taking tests, or writing down and memorizing vocabulary, S3BU, S6AH, S9MO, S10YY, S11BA, and S12MY stressed the value of practice and repetition in language learning. S2BM, S8ED, S11BA, and S14AB discussed how they used English in online discussions with overseas peers, spoke with family members in English, and looked for opportunities to practice speaking the language outside of the classroom to incorporate language learning into their daily life.

Theme 4 “Overcoming language anxiety”: Students talked about “self confidence”, “interaction”, and “gamification”. The students’ reflections on how they overcame language anxiety during their online overseas speaking sessions offer insightful information on effective techniques for enhancing language proficiency and boosting self-confidence. The concepts of self-confidence, interaction, and gamification emerge as key components of reducing language anxiety and improving communication skills. First of all, an emphasis on self-confidence emphasizes how crucial it is to have a positive view of oneself and trust in one’s capacity to communicate successfully in a foreign language. Students were better able to get over language obstacles and have meaningful conversations with students who spoke different languages when they were encouraged to have confidence in themselves. Here are some of the examples from students’ feedback:

S1BK: ...I used to be hesitant to talk to people from other countries or worried that I wouldn’t be able to speak English, but now I never hesitate to speak English. I was afraid of criticism and mispronouncing words. I’m beginning to not hesitate now. I can speak a little more comfortably now. I was starting to get a little excited because I’m accustomed to speaking English...

S5AK: ...I didn’t like English very much in primary school. I couldn’t focus much on the lesson. I didn’t know how to pronounce the words. Then, in this form of conversation, it is not just an insignificant thing, it is very effective. We learned how to pronounce a foreign language. So I got the courage to speak. I couldn’t talk to my teacher and friends in primary school in this way. We talk to strangers in this way of speaking...Of course, there were some things that I had difficulty with in this English language. One of them is my biggest fear, I was wondering whether I was saying this sentence correctly or whether it would come across as something wrong to the other person. I overcame my fear. I say comfortably now...

S6AH: ...I used to feel embarrassed when speaking English because I might mispronounce it. Now, even at home, I can sit in front of my sister and communicate and talk more easily. I was so embarrassed in the class. I didn’t answer the questions I knew. Now I can speak freely without shame. I realized this, I mean, I was really afraid that my friends would laugh. Even if I say it wrong, I’m not ashamed...

S11BA: ...These events changed my life. I can show off to my cousins because I’m talking to another country because they are not familiar with languages, but my father and I are. They do not speak English. I feel like I am special...

S13EK: ...For example, I used to think about what if I saw someone outside, what if I didn’t understand what he said and I wouldn’t be able to answer. In fact, teacher, I experienced this. We were having breakfast somewhere, and there was a foreign man there. He was saying something in English. He was saying something like I don’t want the yolk of the egg. And I did not say anything there. My self-confidence increased after doing this activity. Then, the tourists came across the patisserie. The woman was asking how much for half an hour, but the officer didn’t understand. I was eating there too. My aunt was also with me, she also loves English. So I translated it into English and said how much is half an hour? I said the price in English. I was afraid before. I was afraid that they would say something else after that and I would be left without being able to say anything like that...

Online overseas speaking sessions helped the students overcome their language anxiety to some extent and boost their confidence. The findings demonstrate the value of connection, gamification, and confidence in lowering language fear and promoting proficient communication. For example, S1BK, S2BM, S4IT, S5AK, S6AH, S7NB, S9MO, and S12MY reported about how

they were first uncomfortable or scared to communicate in English but eventually felt more settled and self-confident while S5AK, S6AH, S9MO, S12MY, and S13EK felt more confident communicating in English in a variety of contexts, including in front of strangers and peers, as their self-confidence grew. Additionally, S11BA stated that her views on language acquisition were altered by taking part in online international activities. Interaction with peers and foreign speakers on a regular basis helped S4IT, S5AK, S6AH, and S7NB become more comfortable speaking English and less embarrassed and anxious while situations in which S13EK had to use English in real-life situations, such as translating for a tourist, gave them the opportunity to put his language skills to practice and increased his confidence. These self-reports remind us of a common challenge in language education in EFL settings. While many classroom activities may be engaging, they often fall short in addressing language anxiety effectively because they lack personalized hands-on experiences. Language learning is deeply personal, and students often need interactive experiences to overcome anxiety and build confidence in using the language.

Additionally, the interaction theme emphasizes how important it is to actively participate in language learning activities. With consistent practice and engagement with both EFL speakers and peers, students could progressively overcome their concerns and acquire self-confidence when communicating in the target language. Here are some of the examples from students' feedback:

S1BK: ...I had so much fun it was very nice... Especially the country guessing game was very fun... When we started the event, it caught my attention that the students from Portugal sang a song for us as a surprise...

S5AK: ...So this event changed everything for me. We got to know our circle of friends better, talked to people we never knew. I never thought of doing an event like this before. At this event, my circle of friends definitely expanded and my desire to talk improved. I said, "If I talked to a foreign country, why do I have a small circle of friends? I should be cheerful..."

It is crucial to consistently practice in the target language and interact with peers and EFL speakers in order to overcome anxiety and boost confidence while speaking in the language. The observations highlight the critical roles that enjoyable and interesting activities, as well as increasing social connections, have in improving language competency and self-assurance. S1BK stated she was having fun and that the country guessing game was really entertaining. A surprise song performed by Portuguese students boosted the overall mood. For S5AK, the event had a profoundly positive impact on their interpersonal relationships and communication motivation. The student became aware of the possibility of more extensive social ties as a result of having the chance to converse with peers from various nations and cultures.

Additionally, gamification strategies added excitement and enjoyment to language acquisition, making it a more pleasurable and stimulating process. Students were encouraged to actively participate and take risks when language learning exercises were made into games or challenges.

This diminished anxiety and promoted language learning. Here are some of the examples from students' feedback:

S3BU: ...We played games with them, teacher. Thanks to the games, my English improved. I memorize words more easily, teacher. By memorizing the words of the activity, I started to memorize English words more easily. Since I can memorize words more easily, I can play Duolingo more easily. Listening becomes easier...

S8ED: ...I think Kahoot game is the best...

S13EK: ...We knew the people there. We played puzzle games etc. It was nice that we found out the location of the countries by asking, etc...

Gamification can make learning a language more entertaining and engaging, which lowers anxiety, increases engagement, and facilitates more efficient language learning. S3BU's English improved through playing games, which also made word memorization simpler. As a result, the student used language learning apps like Duolingo more frequently and improved his listening abilities. S8ED emphasized how much she liked the Kahoot game and how useful it is as a teaching tool. S13EK had fun solving puzzles and discovering country locations by answering interactive questions. They were able to interact with the content more thoroughly thanks to this collaborative activity.

Theme 5 “Engagement and appreciation”: Students talked about “comparing the sessions”, “desire for similar sessions”, “glad to be participant”, “grateful to teacher”. The students' feedbacks to their online overseas speaking sessions indicated a high level of interest in and gratitude for the lessons. Their responses revealed a number of important issues, such as comparing the sessions, expressing a desire for future sessions that are similar, satisfied to be participants, and expressing gratitude to the teacher. First, the fact that the students were inclined to make comparisons between the sessions indicates that they thought the experience was significant and worthwhile enough to measure up against prior courses. This suggests a critical thinking level and an understanding of the advantages of online international speaking sessions. Furthermore, the students' expressed desire for more sessions of this kind in the future highlights how much they enjoyed the experience and how it improved their language learning process. It appears that they enjoyed and found the sessions useful, which encouraged them to keep taking advantage of language learning chances, as seen by their desire to get involved in such activities. The students' expressions of gratitude for the opportunity to take part in the online overseas speaking activities are another evidence of how much they appreciate it. This opinion suggests that the lessons were beneficial for personal satisfaction and enjoyment in addition to improving their language skills. Here are some examples from students' feedback:

S2BM: ...I think this event was a lot of fun...even more fun than the animal guessing game, it might be the best and most entertaining activity so far. -Argentina-

S6AH: ...I am very happy to attend the event. At first I didn't want to join because I was afraid of the exams, but I am very happy that I participated. If I had not attended and my friends had

been talking about it every week with pleasure, I would have regretted it and cried so much, but now I am at the event and I am having a lot of fun. It is only the first day but it was very enjoyable for me, the event is simply amazing...

S8ED: ...I wish the event would not end. Thank you for the event...

S11BA: ...It would be more fun to do activities such as country guessing games when talking to Argentina or other countries ... I really wanted to attend this event ... Talking to other countries was one of my dreams and I was very happy to make it happen. I worked hard to participate in this event and I succeeded and such events should continue...

S14AB: ...More question types can be added...I love events and participating... I want to continue attending the event because it is excellent...

Students display awareness of their learning processes and outcomes through comparing sessions, expressing thanks, expressing a desire for similar future experiences, and reflecting on their participation. S2BM found the session with Argentina quite enjoyable and engaging. S5AK made reference to the lively nature of Lithuanian students, suggesting that they would prefer more dynamic and participative classes. S6AH was anxious at first, but afterwards expressed great delight and a desire to keep on taking part, demonstrating a shift in perspective towards these kinds of activities. S1BK enjoyed the sessions, praising the nation guessing game in particular. S3BU expressed pleasure in participating and emphasized how much he loved English, demonstrating how the sessions sparked his interest in the language. S6AH felt regretful at the thought of not participating, showing that the sessions had a significant positive impact on their attitude. S11BA highlighted how much effort went into making the event a success and expressed how delighted she was to have realized a dream of speaking with individuals from other nations. S8ED and S14AB expressed their delight and desire for more online activities, thanking the teacher for carrying out such valuable activities. Moreover, S9MO and S10YY expressed interest in additional interactive activities, evidenced by their suggestions to include more games and lengthen the sessions. The students' feedback not only confirms that the sessions were successful in offering engaging and worthwhile learning opportunities, but it also emphasizes how critical it is to cultivate metacognitive abilities in order to enhance language acquisition and lifetime learning.

Additionally, the appreciation that the students had for their teacher illustrates the significance of effective guidance and facilitation in establishing an encouraging and engaging educational atmosphere. The positive experience and sense of accomplishment among students was clearly influenced by the teacher's leadership and organization of the sessions. Here are some examples from student feedback:

S2BM: ...If it weren't for you, teacher, we wouldn't be able to do these activities... I would like to thank Ayşe teacher, who did not sleep and arranged these...

S6AH: ...I would like to thank Ayşe teacher for making so much effort for us and for making us love English...

S12MY: ...Thank you, Ayşe teacher, you are doing so much for us, we are very lucky to have a teacher like you...

S14AB: ...You are one hundred percent the reason why I started learning English. It wouldn't have been possible if I had another teacher. You are organizing events...

Students had a great deal of gratitude for their teacher, Ayşe, for setting up and leading the online international speaking sessions. S6AH, S12MY, S14AB, and S2BM all thanked Ayşe teacher for her effort and dedication. This suggests that the time and effort she puts into designing interesting and worthwhile learning experiences is valued and acknowledged by the students. S6AH made remark of the fact that Ayşe teacher's work has played a part in her love of English, suggesting that good facilitation can encourage a positive attitude towards learning. S14AB emphasized the significant influence a teacher can have on a student's academic career by attributing his decision to begin learning English to Ayşe teacher's influence. Ayşe's work goes beyond just teaching; it shows the crucial role teachers play in shaping students' attitudes, motivations, and academic journeys, even in privileged circumstances. Ayşe's effective facilitation in organizing online speaking sessions with people outside were observed to also influence students' perceptions of learning. Despite not implementing elaborate strategies, Ayşe created an online environment where students had hands-on experiences and personalized learning opportunities. This shows the significant impact teachers can have by simply providing the right platform and support for students to engage actively in their learning. Ayşe's role demonstrates that even seemingly small efforts in creating an interactive and personalized learning space can make a big difference in students' attitudes and outcomes in an EFL environment.

In conclusion, reflections from students also highlight the value of English as a bridge language and lingua franca for establishing international understanding and relationships as well as cross-cultural communication and educational possibilities as mentioned by Noviyenty and Morganna (2020). Turkish students' feedback also highlighted how important English is as a lingua franca for promoting cross-cultural communication and educational opportunities regarding NS-based syntax and patterns as mentioned by Ke and Cahyani (2014) and Graddol (2006). After adopting English as a lingua franca, students were especially more willing to tolerate varied syntaxes and word usages. After the current study, students' recognition of English as a bridge language indicates that they are aware of its value in bridging the gap between people with different linguistic backgrounds. This acknowledgement of English's role in fostering cross-cultural understanding and relationships emphasizes the language's significance in today's globalized society, where communication is not limited by language barriers. Students' opinions went beyond language skills to include more general cultural factors influencing educational settings. The complex interactions between culture, identity, and language were clarified by their observations of classroom environments, cultural characteristics, and physical appearance. The acknowledgement of cultural customs like folk dancing and cuisine highlights how crucial cultural awareness is for developing cross-cultural communication and a

feeling of community in a variety of educational settings. This study also revealed a complex picture of the motivational elements influencing language learning. Students displayed a combination of extrinsic and intrinsic motivations, indicating a desire for both practical results like career- or academic-related goals and personal fulfillment in line with a study favoring intrinsic motivation (Sukmawati et al., 2022). However, extrinsic motivation also played a role in the practice of speaking through teacher evaluations and enjoyable activities. Their strategic approach to learning a language, utilizing a range of techniques such as exposure to foreign media and language learning applications such as Duolingo, highlights their dedication to both language proficiency and cultural awareness as suggested by Redjeki and Muhajir (2021).

4.2.2. Findings Related to the Correlation among Students' Language Learning Capacity, Attitude/Motivation, Proficiency of Foreign Language, Speaking Performance Regarding Online Extracurricular Speaking Activities Using English Language as a Lingua Franca

Minor: Is there any correlation among students' language learning capacity, attitude/motivation, proficiency of foreign language, speaking performance regarding online extracurricular speaking activities using English language as a lingua franca?

The Spearman's rank correlation analysis was used to explore the associations between Llama scores (LlamaB3-vocabulary learning-, LlamaD-phonetic (implicit) memory, LlamaE3-sound-symbol correspondence, LlamaF3-grammatical inference, TotalPreAMTB, TotalPostAMTB, TotalPreOPT, TotalPostOPT scores. Llama tests were applied to understand the students' language learning ability. The correlation among Llama tests, pre and post tests of AMTB and OPT aims to figure out if there was any relation between aptitude, motivation and speaking performance. Aptitude was assessed once in the beginning of this quasi-experimental case study because aptitude does not change even with intervention as asserted by Carroll (1959) and Grenena (2013). Table 15 shows the correlation among Llama, Amtb, and OPT results. Table 15 shows spearman rho correlations among Llama, AMTB, and OPT results.

Table 15 Spearman’s Rho Correlations Among Llama, AMTB, and OPT Results

		Llama B3	LlamaD	LlamaE3	LlamaF3	Total Pre AMTB	Total Post AMTB	TotalPre OPT	TotalPost OPT	Total Pre Speaking	Total Post Speaking
TotalPreAMTB	Correlation Coefficient	,233	,039	,165	-,314	1,000	,307	,003	,179	,323	,513
	Sig. (2-tailed)	,423	,895	,573	,274	.	,285	,991	,540	,260	,061
	N	14	14	14	14	14	14	14	14	14	14
TotalPostAMTB	Correlation Coefficient	,405	,562*	-,029	,165	,307	1,000	-,130	,016	,232	-,034
	Sig. (2-tailed)	,150	,036	,921	,573	,285	.	,658	,958	,425	,908
	N	14	14	14	14	14	14	14	14	14	14
TotalPreOPT	Correlation Coefficient	,293	,293	,134	,325	,003	-,130	1,000	,649*	,647*	,484
	Sig. (2-tailed)	,309	,310	,647	,256	,991	,658	.	,012	,012	,080
	N	14	14	14	14	14	14	14	14	14	14
TotalPostOPT	Correlation Coefficient	,164	,471	,201	,563*	,179	,016	,649*	1,000	,793**	,566*
	Sig. (2-tailed)	,576	,089	,491	,036	,540	,958	,012	.	,001	,035
	N	14	14	14	14	14	14	14	14	14	14
TotalPreSpeaking	Correlation Coefficient	,520	,653*	,395	,419	,323	,232	,647*	,793**	1,000	,678**
	Sig. (2-tailed)	,056	,011	,162	,136	,260	,425	,012	,001	.	,008
	N	14	14	14	14	14	14	14	14	14	14
TotalPostSpeaking	Correlation Coefficient	,185	,472	,246	,095	,513	-,034	,484	,566*	,678**	1,000
	Sig. (2-tailed)	,527	,088	,397	,747	,061	,908	,080	,035	,008	.
	N	14	14	14	14	14	14	14	14	14	14

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Several significant correlations were revealed by the Spearman's rho correlations between the AMTB, OPT, and Llama test scores. Significant correlations ($p < 0.05$) were found between the TotalPostOPT and TotalPreSpeaking measures. LlamaD ($r = 0.563$, $p = 0.036$), TotalPreOPT ($r = 0.649$, $p = 0.012$), TotalPostOPT ($r = 0.566$, $p = 0.035$), and TotalPreSpeaking ($r = 0.793$, $p = 0.001$) all had significant correlations with TotalPostOPT. This shows that speaking abilities on the pre- and post-tests, as well as the pre-test OPT scores, are substantially correlated with post-test OPT scores, suggesting predictive validity and consistency between these measures. There is a weak positive correlation between Pre-AMTB and Pre-Speaking scores, but it is not statistically significant ($p > 0.05$). There is a positive but not statistically significant correlation between speaking scores and motivation scores (AMTB) both pre and post-assessment. In line with current study, a study (ALJUAID, 2022), found no significant difference in speaking performances between the groups with high and low motivation while another study (Yustanti, 2020) indicated a significant association between language learning motivation and FL speaking performance. A significant correlation between speaking performance and these test scores can also be observed between TotalPreSpeaking and LlamaD ($r = 0.653$, $p = 0.011$) and TotalPostSpeaking ($r = 0.678$, $p = 0.008$). Only LlamaD and TotalPostAMTB exhibit a significant positive association ($r = 0.562$, $p = 0.036$), suggesting a possible relationship between motivational beliefs and this particular Llama measure. Overall, the pattern demonstrates how language proficiency measurements and motivational assessments are related to each other; speaking skills, in particular, have strong correlations between testing phases.

The AMTB, OPT, and Llama test scores have significant correlations, especially when it comes to speaking skills and motivating factors, according to the Spearman's rho correlation analysis. The results of TotalPostOPT showed a strong correlation with LlamaD, TotalPreOPT, TotalPostSpeaking, and TotalPreOPT, demonstrating the consistency and predictive validity of OPT measures. As stated by Skehan (1989), aptitude is the main indicator of a learner's success in acquiring a foreign language. Significant correlations between LlamaD and TotalPostAMTB and TotalPreSpeaking were seen, indicating a relationship between motivational beliefs and phonetic (implicit) memory, which is the capacity of short-term memory to retain and recall the sounds of speech, assessed by LlamaD. Overall, the pattern highlights the relationship between motivational tests and language competency, with speaking skills showing especially significant relationships between testing time periods.

4.2.3. Supplementary Insights from Teacher Reflections

While the major research question focuses on the influence of online extracurricular speaking activities on students' perceptions of foreign language, communication ability, and attitude/motivation for using English as a lingua franca, teacher reflections are included to provide additional insights and a comprehensive understanding of the impact of online speaking activities. Teachers' perspectives offer valuable supplementary insights into the dynamics of online language

learning environments, shedding light on instructional strategies, challenges faced, and the overall effectiveness of these activities. By including teacher reflections, this study aims to paint a holistic picture of the impact of online speaking activities on Turkish EFL learners, enriching our understanding of both student experiences and pedagogical practices in online language education.

Overseas teachers were asked some prompts to understand their perspectives and assess this study more validly, enriching the researcher's perspective. These prompts were the same with the ones given to the students: "What was the most interesting part of the session?", "What did you like most during the session?", "Was there anything unusual or interesting for you?," "How would you describe the session with one word?," "Please share your thoughts if you want to add any other comment on the session." For the sake of understanding the dynamics of the online sessions with overseas countries, the data collection procedure was displayed from researcher and overseas teachers' perspectives in regarding the attitudes and challenges below:

Session 1(Kenya):

Researcher's perspective: Kenyan instructor and researcher examined the internet connection prior to the session. The overseas teacher hadn't used Kahoot before, so she was hesitant to play. Prior to the meeting, the researcher sent the Kahoot game link. Kenyan teacher gave it an attempt, and following the session, she expressed her enthusiasm for utilizing Kahoot in the classroom. Due to an issue with the school's net connection, Kenyan teacher didn't get internet access on Zoom. So researcher and overseas teacher continued conversation on Facebook. However, because the researcher and the overseas teacher found a solution right away, the students in both classes maintained their motivation, finished all of the assigned tasks, and had a great time. They surprised us by sending us a song. According to the students who took part, the students' smiling faces and skin tone were quite cute. Researcher observed it was calming for Turkish students to see their happy expression.

Kenyan teacher's perspective: The most interesting part of the session, according to her, was answering questions. She also found the students' responses to be admirable. The fact that every student at both classes loved football and English intrigued her. She praised the session as being excellent. She stated "The Kahoot game was great and learners really enjoyed it. We should do this regularly." She also texted on social media: "We should do this regularly. We appreciate the language exchange program. It was enjoyable. We will be grateful to have another lesson next term."

Despite early technological difficulties, the data gathered from the viewpoints of the researcher and the Kenyan instructor demonstrate the effective application of cutting-edge teaching strategies, like Kahoot and online language exchange sessions. An interesting and pleasurable learning experience was produced by the researcher's meticulous planning and the teachers' and Turkish and Kenyan students' eager engagement.

Session 2(Bangladesh):

Researcher's perspective: Turkish students received greeting videos from the Bangladeshi students in both Turkish and English on Flip. Sending Turkish videos was the kindness of Bangladeshi students because they were just expected to send the greetings in their mother tongues. Researcher also observed a student with a painting on her face. The white outline,

resembling a rectangle, stretched from the center of her nose to her forehead. For researcher and Turkish students, the sketch on a Bangladeshi girl's face in the shape of a rectangle appeared differently. Their dialect also sounded unusual to researcher. Bangladeshi teacher was incredibly cooperative and nice. Bangladeshi students were well-prepared. They provided Turkish students with videos based on the prearranged schedule on Flip. Students from Bangladesh were perceived by Turkish students to resemble Indians. According to researcher, throughout the entire video exchanges, there was a warming atmosphere.

Bangladeshi teacher's perspective: The most interesting part of the video exchanges, in Bangladeshi teacher's opinion, was the Q&A period. The video exchange was her favorite. She found it interesting that every participating student from Türkiye seemed to be the same. The session, according to her, was perfect. She also added "If we can connect live it will be more effective."

The information gathered from the viewpoints of the Bangladeshi teacher and the researcher offers important insights into the internal functioning of the video exchange program between Turkish and Bangladeshi students. A friendly and inviting environment was created during the exchanges when Bangladeshi students sent greeting videos in both Turkish and English. This act of kindness and willingness to go beyond what was required was evident. Cultural traits like the paint on a Bangladeshi girl's face and the perception that Bangladeshi students look like Indian students draw attention to the rich diversity that arises in cross-cultural relationships. Furthermore, the success of the video exchange sessions overall and the Q&A period's usefulness are highlighted by the Bangladeshi teacher's point of view.

Session 3(South Korea):

Researcher's perspective: Throughout the negotiations about the lesson plan, the South Korean teacher was incredibly kind. They recorded their folk dance and shared it on Flip. Due to time differences, we had no choice but to exchange videos rather than have an online session. However, both Korean students and Turkish students enjoyed the activity. Researcher also observed that South Koreans are respectful of others.

South Korean teacher's perspective: In South Korean teacher's opinion, the most intriguing part of the event was the Flip video exchange. Her favorite part was watching the students' excitement. She thought the activity of video exchanges was great because it was her first time utilizing Flip. She also added "Students could enjoy the class because you put a lot of preparation into it. Thanks to you, I learned a lot. I really hope to keep in touch. 감사합니다.(Translation:Thank you) Teşekkür ederim."

Despite logistical challenges caused by time differences, the data gathered from the perspectives of the researcher and the South Korean teacher demonstrate the effectiveness of the video exchange activity between South Korean and Turkish students. The positive feelings surrounding the collaboration were enhanced by the South Korean teacher's cooperation and politeness during the negotiation process. Even if online sessions were not possible, the sharing of videos allowed both student groups to participate meaningfully and have fun. The South Korean teacher's expression of gratitude for the preparation and work put into the activity shows how meticulously planned sessions may improve the learning process.

Session 4(Czech Republic):

Researcher's perspective: In the researcher's opinion, the Czech teacher had Turkish appearance. Throughout the lesson, the Czech teacher, who was also sympathetic, kept a smile on her face. The session was planned in a single day. The Czech teacher worked well with researcher, however there were technological issues. Czech students were unable to hear since the sound came from the laptop, which the students from the Czech Republic were using. However, the Czech teacher and researcher could solve the issue. The Czech teacher transmitted researcher and Turkish students' utterances to her students. Two instructors were also in charge of the class. In the researcher's opinion, the entire session was enjoyable for the students.

Czech teacher's perspective: The most fascinating parts of the event, in the Czech teacher's opinion, were the Kahoot game and the meeting with the researcher's students. She was glad to help students speak English. She stated: "Your habits in wearing different clothes (girls) than here in Europe. We would like to meet again. The pupils were very happy, it was So interesting and new for them." She also texted " We would like to meet again. The pupils were very happy, it was So interesting and new for them.", " Thank you very much. Could we maybe meet again soon? My pupils were very happy and motivated. Thank you again for such a good work 👍👏."

The collaboration between the researcher and the Czech teacher made sure that both Czech and Turkish students had a positive learning experience, even in spite of some initial technological difficulties. An additional indication of the pleasant environment created throughout the session comes from the researcher's observations of the Czech teacher's sympathetic manner and her active participation in helping students communicate with each other. Speaking with Turkish students and having them participate in games like Kahoot found to be especially beneficial for the Czech teacher, as it demonstrated their mutual enthusiasm for language acquisition and cross-cultural communication.

Session 5(India):

Researcher's perspective: The Indian students attended the class from home, and the foreign teacher had not previously mentioned the matter. Turkish students' motivation increased when they saw how talkative one of the Indian students was. According to researcher, the sound of an Indian accent was distinct from that of English, and Indian accents were hard to comprehend. Turkish students showed a strong level of interest in the lesson and the teacher had a positive attitude. In the researcher's opinion, there was a challenging atmosphere in the classroom.

Indian teacher's perspective: The Indian teacher thought the session was very well-organized, lively, and interactive. She enthusiastically loved having 100% of the class participate. The session, in her words, was stimulating. The Indian teacher stated: "It was interesting to see that the whole class was totally disciplined and engaged. Would like to have more such sessions." She also texted: "I would like to have more such sessions. Thank you so very much. It was one of the best collaborations we did so far. My students really enjoyed it. 💕"

Strong student participation and positive attitudes from the Indian teacher and Turkish and Indian students were evident throughout the session, despite the difficulties associated with maintaining remote attendance and the distinct Indian accent that made comprehension challenging at times. The interaction's cross-cultural influence was highlighted by the researcher, who saw a rise in Turkish students' motivation, especially driven by one Indian student's enthusiastic participation.

From the perspective of the Indian teacher, the session was well-organized, lively, and had a great deal of student interaction.

Session 6(Vietnam):

Researcher's perspective: Turkish students and researcher noticed worn-out walls and bad classroom conditions. Students also wore tattered and outdated clothing. Since the students were not expecting that kind of Vietnamese traditional dance, the image of their folk dance piqued their interest. There were two lines of individuals facing each other, each grasping a rope. The teacher from Vietnam presented my students a photograph of the dance, which was named bamboo dance. Most of the students appreciated the question-answer section. Vietnamese students had trouble speaking; their teacher generally assisted them. When it came to the language exchange part, they were well-prepared. Before the online session, they wrote the equivalents in both their mother tongue and English on the papers. Vietnamese students also took notes while Turkish students introduced the greetings in Turkish and English. The Vietnamese teacher desired additional meetings with the researcher.

Vietnamese teacher's perspective: In Vietnamese teacher's opinion, the most captivating part of the meeting was discussing the cultures of the two countries. She said that having a Q&A session with Turkish students and learning more about the cultures of the participating students was fascinating. The Vietnamese teacher stated "Thank you for collaborating with us. Hope to have more chances to have other meetings with your students!"

Turkish students were observant of worn-out classrooms and out-of-date attire; nevertheless, when Vietnamese traditional dance was introduced, it piqued their curiosity and engaged them in the cultural exchange. Vietnamese students' cooperative efforts during the language exchange part, where they demonstrated readiness and active engagement, highlighted the importance of these exchanges in fostering cross-cultural understanding. The Vietnamese teacher found that the Q&A sessions were especially beneficial for learning about each other's cultures. Both sides expressed gratitude and their desire for more events, which emphasizes the possibility of ongoing cooperation and the benefits of cross-cultural interactions in promoting understanding and learning.

Session 7(Indonesia):

Researcher's perspective: A discrepancy was observed in the instructional personnel during the Zoom session, with a teacher different from the one we collaborated. This alteration occurred spontaneously due to the unforeseen illness of the initially designated teacher, resulting in a substitution among teaching staff. Regrettably, the previously engaged teacher failed to provide prior notification to the researcher regarding this change. Turkish students felt comfortable and enjoyed the session because the Indonesian teacher was engaging and friendly. There was only one student in front of us, which was also unexpected. In addition, we faced a technical problem. Initially, Indonesia had an electrical blackout, followed by Türkiye. Researcher and Indonesian teacher were forced to prolong the session. Researcher therefore notified the parents on the What's App group. Despite all the difficulties, Turkish students were able to introduce Turkish and made an effort to learn Indonesian through English.

Indonesian teacher's perspective: The most interesting thing about the session, in the Indonesian teacher's opinion, was to learn new things, especially about basic Turkish greetings. He was pleased with Turkish students' enthusiasm. The Indonesian teacher stated "I think next time, the microphone can put more close with the participants, so the voice will record more clear."

The online speaking session was defined by engagement and enthusiasm from both researcher and Indonesian teacher, even with the unplanned change of Indonesian teacher and technical issues brought on by blackouts of electricity. The Indonesian teacher was very pleased with the experience of learning about Turkish language and culture. He also had a friendly and engaging style. Both researcher and Indonesian teacher stuck to the objectives for learning in spite of challenges including the need to keep up the session and make sure there was uninterrupted communication. Recommendations for enhancement, such placing the microphone optimally, show a positive way to improve in subsequent sessions.

Session 8(Jordan):

Researcher's perspective: Jordanian teacher desired to add more to the session's program. The only activities planned for the session were language interaction, a kahoot game, and cultural questions. She also requested to exchange details like the flag, folk dance, and general facts of each nation. She insisted on playing Türkiye and Jordan's national anthem to open the meeting. She also suggested playing a game of guessing mystery animals to end the session. In forty minutes, there was a lot for Turkish and Jordanian students to do. Both before and during the session, the students from each country put in their best effort. Both Turkish and Jordanian students were engaged. She also communicated with the researcher by voice and written communications many times a week leading up to the session. Even after setting up the entire session, she kept wanting to add more content.

Jordanian teacher's perspective: Jordanian teacher thought the most intriguing part of the session was the mystery animal. The technical readiness seemed unusual to her. She stated "Very good but could be better. I think there was a problem with the mic. "

The session plan was rich and diversified, including language engagement, cultural inquiry, and fun activities like the mystery animal game, thanks to the researcher's careful design and constant communication with the Jordanian teacher. Students from Jordan and Türkiye participated enthusiastically in the activities, making the session effective despite technical difficulties including microphone problems. The Jordanian teacher's determination to keep improving the lesson even after it was put up shows that she was dedicated to giving the students a worthwhile educational experience.

Session 9(Japan):

Researcher's perspective: Due to time differences, the videos were exchanged on Flip rather than having an online session. Japanese students were well-prepared, and they utilized tablets to display images while responding to Turkish students' questions. The Japanese teacher used a selfie stick to record videos of Japanese students, so this provided a whole scene of their classroom setting. Japanese students had no trouble using the tablets. It was clear that Japanese students were used to incorporating technology into their classrooms. When Turkish students realized we would be undertaking a video exchange activity with Japan, they became quite excited. During the break, the researcher requested the students to watch the Flip videos sent by Japanese students on smartboard in the classroom. They all eagerly arrived in the classroom when the researcher called and watched the videos from Japanese students. The Japanese teacher guided his students meticulously. Utilizing the images on their tablets, Japanese students responded to the questions Turkish students asked. Turkish students were also drawn to the idea that Japanese students were

attending the class casually in this nation. Although their classrooms were crowded, Japanese students were disciplined and polite as they sat in single-person desks.

Japanese teacher's perspective: The most interesting part of the session, in the Japanese teacher's opinion, was the exchange of ideas and questions. "Friendship" was how she described the session. Seeing Turkish students' classrooms and learning about their ideas piqued the Japanese teacher's attention. She stated "I like greeting words in Turkish. I'm really thankful for this opportunity. I would like to make students think of the world more."

Both Turkish and Japanese students were very engaged and prepared, even if the logistical issue of time differences meant that Flip recordings had to be exchanged rather than an online interactive session. The Japanese students had a disciplined classroom behavior. Additionally, their remarkable technological proficiency was indicative of Japanese students used to integrating digital technologies into the classroom. Turkish students enthusiastically watched the videos sent by Japanese students, demonstrating their passion for the exchange program. A friendly and productive interchange was made possible by the Japanese teacher's careful direction, which promoted learning from one another as well as friendship. The interchange of ideas and cultural insights was especially beneficial from the standpoint of the Japanese teacher, highlighting the need for global perspectives in education.

Session 10(Greece):

Researcher's perspective: Greek teacher were really collaborative and friendly, and Greek students completed the language exchange activity in a well-organized way. Turkish and Greek students demonstrated engagement and attentiveness. The Greek students performed Kalamatianos, a folk dance.

Greek teacher's perspective: The most engaging part of the class, in the Greek teacher's opinion, was the students' interactions with each other. Her favorite activity was answering questions. She described the session as interactive. She stated "I always find Kahoot interesting and challenging during online meetings. My students loved the session. They would like to have another one. Maybe there could be a certain theme about questions next time."

The collaborative and friendly manner of the Greek teacher facilitated a well-organized and engaging language exchange activity, fostering active participation and attentiveness from both Turkish and Greek students. The cross-cultural exchange was further enhanced by the Greek students' presentation of the Kalamatianos traditional dance, which brought a cultural element to the session. The interactive part of the lesson, especially when it came to games like Kahoot and answering questions, was, in the Greek teacher's opinion, especially engaging for the students reflecting their enthusiasm and enjoyment. The desire for more sessions, which was stated by the Greek teacher and her students alike, highlights the beneficial effects of these cooperative efforts in advancing continuous intercultural communication and cultivating cultural understanding.

Session 11 (Argentina):

Researcher's perspective: The male students from Türkiye were extremely pleased to see Argentina as the country we were facing. At the beginning of the session Turkish and Argentinian

students tried to guess where each other from asking yes/no questions. When Turkish students discovered the nation in front of them was Argentina, where Messi is from, they wanted to know if they liked Messi or Ronaldo more. Argentina's students had a cheerful outlook. The attire of Argentinian students was casual. The questions and their answers were extensively discussed by Argentinian students among themselves. Furthermore, the researcher and Argentinian teacher accomplished the session just as intended. Students who took part gained a lot of knowledge and improved themselves.

Argentinian teacher's perspective: Argentinian teacher found learning common Turkish expressions to be the most interesting aspect of the session. She liked having the opportunity to improve Turkish and Argentinian students' English with a purpose and meeting new friends. It intrigued the Argentinian teacher how neatly everything was arranged. She stated "I would have preferred to ask one question each instead of first one class and after they guess the others try. However, we didn't discuss that beforehand, I should have asked. We had a lot of fun all the same :)". She also texted "Thanks to you! We loved learning about you. It was just a pity Kahoot didn't work well for us. It finally loaded when we were in the questions and answers section and they really wanted to play. So some of them were playing while the others were asking. All the same, it was a great opportunity for my students to be able to meet new people and use the English they practice in books. Thanks a million. Our school year ends at the end of the month. I'd love to get back to you next year with new students. Maybe we can play again."

The Turkish students' enthusiasm when they learned that Argentina was their partner nation, together with the Argentinian students' positive attitude and informal dress, created a lively atmosphere for the educational session. Researcher and Argentinean teacher successfully led the session despite a few small technological difficulties with Kahoot, which resulted in positive relationships and collaborative learning opportunities for all participants. The chance to pick up basic Turkish expressions and enhance proficiency in the language, as well as the delight of making new friends, were noteworthy features of the session from the perspective of an Argentinean teacher. The Argentinian teacher noted the general success of the session and the possibility of future cooperation while reflecting on it and expressing a need for enhanced coordination in subsequent sessions.

Session 12 (Lithuania):

Researcher's perspective: Lithuanian students were quite engaged. There was a whispered conversation between the teacher and the students. A large, cryptic Skype sign had been written on the wall behind Lithuanian students' classroom. Turkish students anticipated that they often talked with foreigners as a result. The Lithuanian teacher insisted on playing a game of country guessing when researcher suggested organizing a language exchange session with Lithuanian students. Researcher accepted the offer to run the session. The online session proceeded in a more colorful way. Turkish and Lithuanian students were engaged with discovering each other's country on the world's map and were quite thrilled about it. Although this week's event coincided with the first mid-term break, researcher carried out this event smoothly with the enthusiasm of the students and the support of the parents.

Lithuanian teacher's perspective: Lithuanian teacher considered the most interesting part of the session was guessing the country. The session was well-organized, which appealed to her. The idea of using Kahoot after the language exchange intrigued her. The session, in the Lithuanian teacher's opinion, was engaging and informative as well as developing cultural competence.

All through the educational session, both Turkish and Lithuanian students stayed interested and motivated. The Lithuanian teacher's insistence on including a game of nation guessing gave the

exchange a pleasant, participatory component that improved the whole experience. From the perspective of the Lithuanian teacher, the well-planned session and the opportunity of utilizing Kahoot for additional exercises were especially appealing, demonstrating a dedication to interesting and instructive learning opportunities. Because of the students' enthusiasm and support of their parents, the event was successfully held despite the session coinciding during a midterm break.

Session 13(Hungary):

Researcher's perspective: Researcher aimed at exposing students to many diverse cultures and learning situations as much as possible. There were a few kids seated on the desks at the start of the session. This kind of behavior by students is not acceptable in Türkiye, thus Turkish students seemed surprised that the teacher had approved of it. Furthermore, the students were not informed about the identity of the overseas country until the day of the event by the researcher because the mystery country game required that both Turkish and Hungarian students did not know the name of the other country they would have an online session. Both Turkish and Hungarian students asked yes/no questions to guess the name of each other's country name on Zoom. The students were looking forward to the event, trying to guess among themselves which country they would visit and waiting in interest. As they came across people from every country, some of whom had distinct accents and others who resembled us, they were startled. Throughout the class, they observed the Hungarian teacher and students with fascination. Compared to Turkish classroom settings, they engaged in activities with much more curiosity and engagement. Turkish students all had a great time and discovered a new language and culture. A few students expressed their desire to become better speakers and better people. They had a great deal of enthusiasm. They were eager for the upcoming event after this one. The Hungarian teacher was really collaborative and calm. Both researcher and Turkish students were motivated at this event. A 39-year-old Hungarian teacher taught. In overseas sessions, the Hungarian teacher, with thirtynine years of experience, proved to be the most experienced teacher researcher encountered.

Hungarian teacher's perspective: The most engaging part of the session, in the Hungarian teacher's opinion, was asking questions. Her favorite game was Kahoot. She clarified that the fact that everything was flawless was fascinating. She also texted "Well...if you have time, could we plan another session sometimes in winter or spring. Your session was perfect, and your students were excellent...so many many many thanks:-)))))))))"

Through the mystery country game, which increased excitement and engagement among students from both countries, the researcher's goal of exposing students to other cultures was effectively fulfilled. Turkish students highlighted the cultural differences they experienced during the online educational experience by expressing amazement at various actions they saw in the Hungarian classroom. Students from Hungary and Türkiye nevertheless enthusiastically engaged in interactive games like Kahoot and guessing each other's country. The Hungarian teacher found the Turkish students' enthusiasm and the session's flawless execution to be outstanding.

Session 14(Portugal):

Researcher's perspective: Throughout the online session, researcher and Turkish students were driven by the teacher's high level of energy. The online session with Portugal, the home country of Ronaldo, enthused the participating students even more. The researcher collaborated with the Portuguese teacher to organize the event practically. In addition to the language exchange, the Portuguese teacher invited her students to perform a song. Turkish students claimed this activity was the best they had ever done because they were having so much fun with the music. Researcher observed that after completing this online session, Turkish students' confidence grew even more.

They were less hesitant and more eager to ask questions themselves. On the other hand, some students were seated at their desks while others were on the rug in the middle of the classroom. Researcher did not witness the same severe discipline as in the classrooms in Türkiye. As an additional musical instrument, Portuguese students had drums in their classrooms. Additionally, although it appears natural to them, it is not acceptable in the Turkish educational setting for students to arrive at school in a casual manner. The Portuguese teacher asked the researcher to participate in an e-twinning project regarding the song the Portuguese students sang after the online session. The atmosphere of the session was quite lively.

Portuguese teacher's perspective: What Portuguese teacher found most interesting about the session was Turkish and Portuguese students' attempts to learn each other's languages. Her attention was piqued by the interest in the students' eyes. She found the session to be rather fascinating. She remarked "For some students it was interesting to see one girl wearing the hijab. It's not very common in our region. Students could have enjoyed playing the Kahoot live. On the other hand, they loved having had the opportunity to ask and answer questions about each other's countries." She also texted "Thanks so much! Kids loved it! They were very loud, but they were very excited".

The Portuguese teacher's high level of energy and excitement established an emotional attachment with Turkish students as well as researcher, resulting in a dynamic and pleasurable mood that persisted throughout the session. Turkish students reported that this online session was the most enjoyable they had ever done, and the Portuguese students' performance of a song, in particular, brought another dimension of excitement. In addition to aiding in learning Portuguese, this interaction increased the confidence and enthusiasm of Turkish students to participate fully in the classroom activity. Disparities in the two countries' educational practices were evident in the differences observed in classroom decorum and behavior. The Portuguese teacher's observation about the students' desire to learn about each other's languages and cultures highlights the engagement and curiosity that these kinds of exchanges promote among students.

In conclusion, online EFL (English as a Foreign Language) activities using English as a lingua franca has shown to be an innovative and successful method for promoting language learning and intercultural comprehension. These sessions' considerable impact on encouraging participation, enthusiasm, and mutual learning among students from different backgrounds is highlighted by the views and experiences of researcher and teachers from other countries, regardless of some challenges like technical issues and logistical limitations. The reflections from researcher and overseas teachers as a whole emphasize how crucial planning, adaptability, and interactive and innovative teaching techniques, like online language exchange activities and Kahoot are to promoting successful online interactions between different cultures in developing dynamic and interesting learning settings. The sessions set the basis for ongoing collaboration and effective cross-cultural communication in the field of education by fostering not just language learning but also cultural awareness and understanding. Every session displayed how well teachers and students from Türkiye and other overseas countries could collaborate effectively. Active student involvement and positive attitudes sustained throughout the activities, despite obstacles like managing different accents and keeping remote attendance. The success of the activities was largely attributed to the

incorporation of cutting-edge teaching techniques, the development of stimulating and welcoming environments, and the capacity to overcome practical obstacles. Positive comments and a desire to participate further demonstrate that these exchanges are crucial for promoting global citizenship and cross-cultural understanding in addition to helping language learning.



CONCLUSION AND IMPLICATIONS

This study looked into how online speaking activities with overseas EFL learners who speak English as lingua franca impacted their motivation, foreign language proficiency, and speaking performance. Through speaking activities in an online educational setting using English as a lingua franca, the study provides a critical role in offering opportunities for Turkish EFL learners to improve their motivation, foreign language proficiency, speaking performance, intercultural competence, and self-confidence. The key concept of this study is the implementation of online overseas speaking activities with EFL learners using English as a lingua franca.

The main motivation driving me to conduct this study is that language instruction in Türkiye begins in the early elementary school years, and the Ministry of National Education (MoNE) integrates language proficiency into the curriculum. Self-expression in fluent English speaking is still unattainable even though English was taught to children in the second grade since 2012. Academic globalization requires that students be able to communicate effectively and productively in foreign languages, but foreign language teaching and learning in Türkiye currently face several obstacles (The Economic Policy Research Foundation of Turkey (TEPAV) and British Council, 2014).

English education starts in the early elementary school years in Türkiye, and language skills are incorporated into the curriculum by the Ministry of National Education (MoNE). Nevertheless, self-expression in English speaking proficiency is still not achieved. English was first taught to students in the fourth grade following the educational reform in 1997, and then again in the second grade in 2012. Students' ability to successfully and efficiently communicate in foreign languages is a prerequisite for academic globalization. There are now numerous challenges facing foreign language teaching and learning in Türkiye, according to studies on curriculum evaluation and research (The Economic Policy Research Foundation of Turkey (TEPAV) and British Council, 2014). Therefore, the study that offers online speaking opportunities comes to light with its success, particularly in terms of academic, social, and cultural aspects such as providing Turkish students improved speaking performance, higher motivation, linguistic proficiency, and cultural awareness by allowing students to engage with various educational systems for a while and experience the online activities' academic benefits.

Regarding the previously mentioned discussion of the goals of online overseas activities and the challenges faced by EFL speakers in Türkiye, this study intends to clarify the academic,

intercultural, and motivational benefits of the program. The main research question regarding the quantitative aspect of the current study aimed to answer the question to what extent online overseas extracurricular speaking activities using English language as a lingua franca influence the students' attitude/motivation, proficiency of foreign language, speaking performance, and impressions. For a detailed examination apart from quantitative data, students' impressions were examined as qualitative findings. The study focused on the impact of the online overseas speaking activities from a variety of aspects to provide a comprehensive picture. Therefore, students' attitudes and motivations, proficiency of foreign language, speaking performance were analyzed before and after this quasi-experimental case study as well as testing students' language learning capacity just before the study due to the stable nature of aptitude (Carroll, 1959). Additionally, students' impressions regarding online overseas activities were analyzed, themes were reached. The most important findings for the research question displayed that Turkish secondary school students participating in online overseas speaking activities improved linguistic skills and cultural awareness as well as increased motivation through speaking with peers from other countries, learning about their cultures, and advancing their foreign language proficiency. Several language ability areas, including vocabulary, originality, accuracy, pronunciation, and fluency, were considerably enhanced by the online speaking practice. The findings demonstrate how effective online overseas practice using language improves speaking performance.

Minor research question belonging to quantitative aspect of the study examines the effects of the study on the relation among language learning capacity, foreign language proficiency, speaking performance, and attitude/motivation. This will allow us to answer whether there is any correlation among students' language learning capacity, attitude/motivation, proficiency of foreign language, speaking performance after using English language as a lingua franca during online extracurricular speaking activities. Based on the quantitative analysis, the most important findings for this research question were significant positive correlations between phonetic (implicit) memory and attitude/motivation supporting the suggestion that aptitude is the learner success' prominent indicator in acquiring a language (Skehan,1989) as well as overall speaking performance after the online speaking activity intervention. The success of intervention via online overseas speaking activities aimed at increasing motivation was demonstrated by significant improvements in attitudes and motivations, as assessed by the AMTB in line with the previous studies such as Mertens and Stringer (2023) and Agnes and Marlina (2021), Zeinivand, Azizifar, and Gowhary (2015), and Gardner (1985).

The main research question regarding the qualitative aspect of the current study aimed to have a deeper understanding of students' impressions regarding the online overseas EFL speaking activities using English as a lingua franca. In this regard, the students' answers were arranged under five themes. The themes, highlighting various facets of learning environment, were revealed by the students' impressions on the online speaking activities were English as lingua franca, intercultural

communication, motivation to improve English, overcoming language anxiety, and engagement and appreciation.

English as lingua franca was one of the themes, which makes sense considering that participants used English exclusively for conversation with other EFL peers in online overseas educational contexts. As a result, students utilized their speaking abilities to the its utmost, and in this way, they became more proficient at speaking English. They recognized the value of English as a lingua franca and placed emphasis on improving their speaking performance. In specific, they noticed the aspects of lingua franca such as language variation in accents, pronunciation, and intonation and diversity of languages. Besides, they emphasized the usefulness of even basic English in multilingual settings when discussing the necessity of understanding it for interacting with foreigners. As seen in students' reflections, students are sensitive to prosodic and phonetic variations, which might affect their confidence when speaking and language acquisition.

The students also mentioned some aspects of intercultural online communication such as classroom setting, cultural traits, physical appearance, time difference, digital competency, and technical problems during interactions with EFL learners from different continents. For instance, distinctive classroom elements that influence the learning environment, common local music and dances were emphasized by students, showing a readiness to participate in cross-cultural dialogue and appreciation. The fact that English is widely spoken inspires students to devote time and resources to learning the language, realizing that it will improve their capacity for cross-cultural communication despite some challenges such as digital competency and technological difficulties in their online exchanges. As seen in students' reflection, English speaking is a vital language for international communication.

Regarding motivation to improve English, students reached to some valuable aspects such as extrinsic motivation, integrative motivation, language proficiency, interest in languages, and language learning strategies. Language acquisition can be greatly improved by intrinsic motivation. Students engaged deeply and persistently with the subject of English language acquisition when they discovered personal delight and satisfaction in the process. Students' academic achievement was impacted by enthusiasm and enjoyment in the online EFL interactions. Developing fun and stimulating learning opportunities increased students' intrinsic motivation, language proficiency, and speaking performance. Students' confidence and interest rised as they get more proficient in a certain subject, which reflected back favorably. The students' reflections also highlighted the diverse strategies they utilized to enhance their language proficiency, displaying their proactive attitude towards language acquisition. They stressed the value of practice and repetition in language learning by doing activities, taking tests, or writing down and memorizing vocabulary.

Another valuable aspect mentioned by students was overcoming language anxiety with some aspects such as self confidence, interaction, and gamification. The impressions of the students displayed that creating a supportive environment where mistakes are seen as opportunities for learning is key to helping language learners develop their self-confidence. The students built confidence necessary to participate in more difficult conversations to practice speaking in low-stakes scenarios in an encouraging educational environment. Students were also encouraged to participate more freely and confidently since these activities fostered an enjoyable and relaxed atmosphere. The students were first uncomfortable or scared to communicate in English but eventually felt more settled and self-confident communicating in English in a variety of contexts, including in front of strangers and peers, as their self-confidence grew. Students' feedback also emphasized the importance of gamified and interactive methods for lowering language speaking anxiety and boosting confidence. Students noticed the effectiveness of these techniques in improving language learning experiences by focusing on the key concepts of self-confidence, interaction, and gamification.

Another aspect by students' impressions was engagement and appreciation with facets such as comparing the sessions, desire for similar sessions, glad to be participant, grateful to teacher. Teacher had a big influence on students' motivation, engagement, and learning outcomes, as demonstrated by the students' appreciation for their teacher. Students expressed their appreciation for their teachers' work and stressed the significance for effective guidance and support in the language learning process when they recognized and appreciated the efforts.

Overall, this study shows varying degrees of connection between assessment scores and language proficiency tasks, even though the online speaking activities considerably improved several language skill features, such as vocabulary, originality, accuracy, pronunciation, and fluency. This study's investigation on the impact of incorporating online extracurricular speaking activities in the English language curriculum for Turkish students was successful, and in line with the studies by Aenum, Akib, and Daddi (2022), and Lightbown and Spada (2006). The finding emphasizes the connection between language proficiency and motivational tests, with speaking performance demonstrating significant correlations across testing intervals paying importance to involvement in extracurricular activities as suggested by Albayrak and Şener (2021). The reflections also displayed that outside-of-class language learning fostered collaboration and motivation, and raised students' self-esteem and confidence as stated by Stoller (2002) and Hyland (2004). By the means of extracurricular language instruction, students engaged in extracurricular learning activities to reinforce what they learned in class as suggested by Foss, Carney, McDonald, and Rooks (2008) and Stoller (2002). In line with this, this study demonstrated how important it is to incorporate online overseas speaking lessons into the curriculum so that students can use online communicative activities to improve their speaking performance in addition to their language proficiency. This study also clarified the intricate relationships that exist between language, identity, and culture in educational contexts. Students' observations of cultural traits emphasized the value of cultural

awareness in promoting intercultural dialogue and community development. Additionally, students showed a strategic approach to language learning by combining intrinsic and extrinsic motivations. Their enthusiasm for interactive and gamified approaches emphasizes how crucial it is to provide stimulating learning environments that foster linguistic self-confidence as suggested by ÖDEN, Bolat, and GOKSU (2021) and Zhang and Hasim (2023). In order to provide a safe and encouraging learning atmosphere that promotes risk-taking and linguistic self-confidence, teacher played a crucial role at integrating digital tools into educational settings.

Regarding the limitations of the study, the quantitative findings highlight how difficult it was to evaluate the complex effects of educational interventions and diagnostic tools on language learning results due to limitations to the study's sample size and variation. Accordingly, the quantitative findings of the participants could not accurately reflect the majority of Turkish EFL learners or learners from other nations. The study also draws attention to problems with connectivity and technological proficiency. These difficulties may have an impact on the consistency and quality of communication, which might affect the results. Furthermore, English is spoken as a second language in India, which has given students an advantage in using the language and decreased the need for teacher assistance for employing English as a *Lingua Franca* during online speaking activity. On the other hand, Turkish students needed more teacher guidance on participating in the online speaking activity with Indian students. When it came to the implementation of the engaging activities, Turkish students relied far more on teacher gestures or leading statements than did Indian students, who needed a slight teacher support for the implementation of the activities. The Turkish EFL students' limited knowledge of different cultures may also have influenced their observations of cultural differences. Stereotyping or misinterpretations could happen, which would undermine the credibility of their reflections. It highlights the necessity of more study to deepen our comprehension of the interactions among attitudes, motives, the acquisition of language skills, and the effectiveness of diagnostic instruments in learning environments. These kinds of insights are essential for shaping evidence-based strategies meant to promote more productive language learning environments.

Considering the findings and constraints of the current investigation, some suggestions for further studies can be offered. As suggested by the significant relationship found between phonetic (implicit) memory and attitude/motivation, language learning programs may combine cognitive abilities related to motivation in order to improve student engagement and performance. Accordingly, educators can create more successful curriculum that support both the cognitive and affective elements of language learning by recognizing the relationship between motivation and language proficiency. Furthermore, their proficiency in a foreign language, motivation, and speaking performance may all improve as awareness of English as the language of the world increases.

Being aware of the students' sensitiveness to prosodic and phonetic variations can be utilized to their advantage because it demonstrates their capacity to pick up on subtle linguistic nuances,

which is a critical talent in second language acquisition. Students' appreciation and understanding of different cultures are enhanced by this acknowledgement of linguistic variation. Additionally, it implies that learning new languages can improve cognitive flexibility and adaptability, two qualities that are advantageous in today's globalized society. Students' recognition of English's function as a global bridge language highlights the language's value in cross-border communication. The idea that learning and using English more successfully will improve students' capacity to interact with a greater variety of individuals can encourage them to take action accordingly. The limitations with syntax highlight the necessity for focused language training that takes into account the unique issues faced by non-native speakers. By being aware of these difficulties, teachers can create more efficient lesson plans that facilitate learning and enhance fluency and comprehension. Additionally, the fact that English speaking is vital for international communication underscores the necessity of a thorough English language education in preparing students for citizenship in a global society. These online interactions demonstrate the useful ways that English can promote intercultural communication. Proficiency in English in a variety of contexts enhances students' conversational skills and cultural sensitivity. It is possible to improve the practical utility of English and better prepare students for real-world interactions by implementing experiential learning opportunities into the curriculum. The growing recognition of English as an essential ability in multilingual settings highlights the significance of English for globalization.

Regarding students' reflections on intercultural communication, it is noticed that classroom arrangement and attire can have a big influence on how comfortable and engaged students are in class. Establishing more accommodating seating arrangements and less strict clothing standards might help schools foster a more welcoming and dynamic learning environment. This adaptability can lessen cultural barriers and provide a feeling of belonging. Schools can recognize diversity and promote tolerance toward students from diverse origins by hosting online cultural exchange events and activities. By informing students about cultural variety and its expressions, prejudices and stereotypes can be lessened and students can learn to value and respect these differences.

Online learning can be significantly disrupted by problems with power and internet connectivity. This emphasizes how crucial stable infrastructure is to efficient digital communication. It is important for educational organizations like schools to be aware of these difficulties and look for solutions to lessen their effects, such having backup plans or different means to communicate. For online interactions to continue, reliable, fast internet access is essential. It can be necessary for schools to make improvements to their internet infrastructure or to help students who are having trouble connecting. For online learning to be effortless, power stability is just as crucial as internet access. When organizing virtual interactions, institutions need to take these issues into account. Lessening technical difficulties and guaranteeing smoother interactions can also be achieved by offering teachers and students training on the proper use of digital tools. The gap in digital competency can be closed by promoting digital literacy and giving students access to contemporary

instructional technology. In order to help students and teachers adjust to these changes, schools should place a high priority on incorporating digital resources into the curriculum and offering continuing assistance and training.

Recognizing the distinctions can aid students in appreciating the unique characteristics of various cultures. It also emphasizes how crucial cultural interchange is to promoting tolerance and understanding of various forms of culture. Building bridges between students from different backgrounds can be achieved through sharing and learning about one other's traditional meals and cultural traits. This promotes mutual respect and a spirit of inquiry. Students' openness to other cultures can be increased by positive interactions with teachers from many cultural backgrounds, which can create a friendly and inclusive environment. It is possible to effectively demolish prejudices and advance a more nuanced understanding of diverse cultures by direct involvement with those individuals. This highlights how important it is to encourage interpersonal relationships and conversations in learning environments. Dispelling myths and false beliefs about foreign cultures is a major function of educational overseas experiences. Students need firsthand experiences to build more accurate and pleasant impressions. Students' global understanding and cultural literacy are improved via exposure to diverse cultural practices. This emphasizes how crucial planning and consideration are to fostering fruitful cross-cultural interactions. This may result in more knowledgeable and sympathetic viewpoints, both of which are essential in a world growing more interconnected every passing moment. On the other hand, Unexpected cultural habits and preferences can make students reevaluate their preconceptions and increase their awareness of diversity around the world. This emphasizes how crucial having an open mind is to learning across cultures. Finding similarities between cultures can foster a feeling of unity.

In cross-cultural interactions, visual differences are frequently the first aspect to be observed. Both curiosity and stereotypes can result from realizing these distinctions. Teachers shouldn't concentrate on stereotypes; instead, they should help students recognize these disparities as normal variations. Inquiry and respect for diverse cultures might be sparked by compliments on physical appearance. Honoring these facets can assist students in cultivating a more accepting and positive perspective toward cultural diversity. Understanding similarities as well as differences in physical characteristics might aid students in comprehending how different but basically the same human beings are. This can lessen feelings of otherness and increase a sense of connection. Positive descriptions of physical attributes can normalize variety and encourage a more tolerant and appreciative mindset toward individuals with varying appearances. Students' capacity to function more effectively in multicultural contexts can be improved by learning to identify physical characteristics associated with particular cultures. However, it's essential to stay away from stereotype and oversimplification. Students' cultural literacy and respect for customs can be enhanced by having an understanding of regional and cultural indicators in physical appearance. This emphasizes even more how crucial context is for interpreting visual cues.

Timing differences can pique curiosity about various cultures and ways of life while highlighting the global aspect of communication. One of the most crucial elements of global competency is time zone awareness. Students can engage in deliberate and flexible discussion with peers who are in various time zones through asynchronous video interactions. In a relaxed and encouraging setting, this can improve speaking abilities while fostering language proficiency and confidence. Planning and scheduling skills are critical that students can learn by recognizing and adjusting to time gaps in communication. It also emphasizes how crucial digital tools are to sustaining ongoing, meaningful contacts between people all across the world.

Additionally, experiencing real-world communication scenarios can increase integrative motivation. Language acquisition is fueled by social and cultural integration for students. Integrative motivation can be increased by offering chances for in-person contacts with speakers from diverse cultural backgrounds on online educational settings. Emphasizing the useful advantages of language competence can encourage students to devote time and resources to their language learning. The pursuit of future professional opportunities and academic achievement are two important extrinsic motivators that promote language acquisition. Extrinsic drive can be increased by support from family and the promise of external incentives like travel and educational possibilities. Engaging family in the process of learning a language can increase students' dedication. One very important component is interest in the language itself. Encouragement of multilingualism and intercultural awareness can motivate students to pursue careers in language. Setting realistic goals and acknowledging accomplishments are two effective language learning techniques that can change students' attitudes toward challenging content. Providing students with efficient learning techniques can increase their independence and achievement.

Students can concentrate their efforts on specific vocabulary acquisition strategies by realizing that they need to increase the amount of their vocabulary. Students' comprehension abilities can be improved by participating in activities that call for active listening and communication. Students who are exposed to real spoken English are better able to adjust to the intricate details and rhythm of everyday discussions. Learning a language requires practice and repetition. Students can improve their language proficiency and self-expression confidence by immersing themselves in English-language practicing activities and constantly practicing making sentences. One essential component of linguistic proficiency is fluency. Students can express their ideas and thoughts more easily and communicate more successfully as they become more familiar with the language. Learning a language through real-world interactions, like having conversations with peers using online digital platforms, can have a big impact on pronunciation and vocabulary growth. The growth of language requires the practice and social interaction to build confidence.

Learning a language can be made more interesting and easier by incorporating entertaining and interactive activities like games and cultural exchanges. Students can better comprehend the social

benefits of language ability by participating in language learning activities that require them to engage with peers from a variety of backgrounds. Their viewpoint is widened, they encourage themselves to speak further, and their confidence in speaking the language in a variety of social situations is increased as a consequence. Students can practice vocabulary, grammar, and pronunciation at their own pace with the assistance of language learning apps, which offer interactive and personalized learning experiences. Students' listening, comprehension, and cultural awareness all improve when they are exposed to authentic language input. Students can enjoy cultural immersion and strengthen their vocabulary by using a range of English-language media. For the development of skills and language acquisition, regular practice is crucial. Students can strengthen their learning and develop self-confidence in their language skills by taking part in activities that demand active engagement. By incorporating language instruction into everyday activities, students can retain consistency in their learning. Through the gradual integration of English into their daily routines, students can strengthen their language proficiency and increase their fluency.

An increased willingness to speak is a necessary component of language acquisition, and it can be attained through confidence in language learning. Confidence-building exercises like interactive online classes or speaking groups can greatly enhance students' language proficiency. Frequent communication in the language of education is essential for language acquisition. To improve students' communication abilities, schools and language programs need to provide them with opportunity to have meaningful interactions with foreign speakers. Encouraging students to use their language abilities in authentic contexts helps them perceive the usefulness of their education while also enhancing their language proficiency.

Students are taking part actively in the lessons and understanding them enough to consider how they differ from one another. Additionally, this demonstrates that students are beginning to comprehend the variety of approaches to language learning that can be taken through cross-border interactions. The great desire for more online sessions indicates that these activities successfully involve students as well as assist in their language learning process. This enthusiasm may be employed to create worldwide speaking opportunities that are more frequent and diverse. Participant pleasure suggests that these sessions are both emotionally and educationally fulfilling. This dual advantage raises the sessions' overall efficacy in encouraging a continued interest in language learning.

The students' reflections also emphasize how important it is for teachers to keep creating encouraging and helpful learning environments in order to elevate students' performance. Students were also very appreciative of their teacher's guidance and the online international speaking sessions. Teachers' motivating role was also given importance by Soureshjani and Riahipour (2012). The students' remarks also demonstrated their ability for critical thought as well as their understanding of the benefits of online language speaking practice. The demand for more of these kinds of sessions

emphasizes how beneficial they were to language proficiency and the overall learning process, emphasizing the significance of continual chances for interactive language practice. Teacher had a crucial role in developing immersive language learning experiences, as demonstrated by the students' gratitude for their guidance and the online international speaking sessions.

The study's conclusions have implications for language education in a number of ways, such as the necessity for teachers to use a range of teaching strategies, place a strong emphasis on diversity and cultural awareness, dynamics of language learning, motivation and cross-cultural communication and encourage teacher professional development. Through an appreciation of effective instructional approaches, motivating aspects, cultural diversity, and the importance of English as a lingua franca, educators can improve language learning outcomes and help students become more culturally competent and proficient English speakers. For the sake of understanding the situation better, more study is required to gain a deeper knowledge of the relationships between attitudes, motivations, language proficiency, and speaking performance as well as the effectiveness of assessment methods in online educational contexts. In conclusion, this research provides significant understandings of the nature of language learning, motivation, and intercultural communication, providing a means for teachers to improve language learning proficiency, speaking performance, and fostering cultural competence in students in a globalized society highlighting the significance of creating dynamic and appealing language learning experiences that accommodate a range of student motivations. In order to meet students' changing requirements in a world that is becoming more interconnected, educators must keep offering immersive language activities and creating attractive educational environments. In the light of especially the qualitative findings, the learning strategies that students employed in order to become better language speakers during online overseas speaking activities, communicate more effectively throughout the activities, and to observe themselves as better language speakers can be noticed. Regretfully, as a teacher who experienced how they learned, I have to admit that I did not witness the same performance following the overseas event. Indeed, students' responses following the speaking exercises indicated that they were more motivated to learn and utilized to learning tactics during the activity. These findings suggest that integrating online speaking activities into overseas EFL environments in foreign languages will boost language speaking effectiveness providing sustainably motivated students. To accomplish this, the Ministry of National Education must supply the required educational settings. I as a researcher, a NNS of English who is aware of the needs of NNS Turkish students, paid attention to leading and guiding sentences to make the classroom a more-friendly and active learning environment. Organizing online sessions with teachers from overseas countries and observing how various cultures manage their classrooms and the interactions between students and teachers was also an instructive experience for me. These experiences made it very evident to me that every country is a different world. Coming across new worlds fascinated me and my students. The study made important contributions to the field of language teaching through an analysis of attitudes, motivations, language proficiency, impressions from students and teacher reflections. The study has provided concrete

evidence for language teaching and learning by analyzing attitudes, motivations, language proficiency, and impressions from students, along with teacher reflections after implementing online activities with people of diverse cultures and languages. It's evident that to create meaningful and long-lasting learning experiences, we need to go beyond the concrete walls of the classroom. There is a need to create platforms where students can have hands-on experiences, personalize learning, interact with the outside world for genuine reasons, and internalize their learning in authentic contexts, regardless of the many obstacles that may arise.



REFERENCES

- Aenum, M., Akib, E., & Daddi, H. (2022). Incorporating English classroom activity and English extracurricular activity in promoting students' speaking skill. View of incorporating English classroom activity and English extracurricular activity in promoting students' speaking skill. **Jurnal Keguruan dan Ilmu Pendidikan (JKIP)**, 9(1), 17-26.
- Ahmad, F. (1993). **The making of modern Turkey** (Vol. 264). London: Routledge.
- Agnes, V. T., & Marlina, L. (2021). EFL students' speaking motivation in speaking for informal interaction class at English Department UNP. **Journal of English Language Teaching**, 10(1), 146-152.
- Akyol, B. (2019). **Analysing attitudes of middle school students towards the English language** (Master's thesis, Bursa Uludag University (Turkey)).
- Alagozlu, N. (2012). English as a foreign language cul-de-sac in Turkey. **Procedia-Social and Behavioral Sciences**, 47, 1757-1761.
- Albayrak, H., & Şener, T. (2021). The relationship between participation in extracurricular activities and motivation of foreign language learning. **International Journal of Psychology and Educational Studies**, 8(2), 122-132.
- Aljuaid, N. S. (2022). The Relationship between Personality Traits, Motivation Levels, and Speaking Performance among EFL Learners. **3L: Language, Linguistics, Literature**, 28(3).
- Al-Munawwarah, S. F., Anjaniputra, A. G., & Sianipar, R. T. (2018). Students' motivation in EFL learning. **Tell-Us Journal**, 4(2), 107-119.
- Alptekin, C. (2002). Towards intercultural communicative competence in ELT. **ELT journal**, 56(1), 57-64.
- Alptekin, C., & Tatar, S. (2011). Research on foreign language teaching and learning in Turkey (2005–2009). **Language Teaching**, 44(3), 328-353.
- Ames, C. (1995). Achievement goals, motivational climate, and motivational processes.
- Anderson, W., & Corbett, J. (2015). 'What do we chat about when we chat about culture?' The discourse of online intercultural exchanges.
- Arslantunali, M. 1998. "Education in Yabancı Dil: There are Çok Problems." **Anadilinde Çocuk Olmak, Yabancı Dilde Eğitim [Being a Child in a Mother Tongue, Education in a Foreign Language]**, edited by A. Kilimci, 74–77, Istanbul: Papirüs Yayınları.

- Atkinson, J. W., & Feather, N. T. (1966). **A theory of achievement motivation**. New York: Wiley.
- Bandura, A. (1986). Social foundations of thought and action. **Englewood Cliffs, NJ**, 1986 (23-28), 2.
- Bandura, A. (1997) **Self-Efficacy: The Exercise of Control**. W.H. Freeman and Company, New York.
- Baxter, P. & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. **The qualitative report**, 13(4), 544-559.
- Bear, J. (1998a). **Yabancı bir uzman gözüyle [From a foreign specialist's point of view]**, Istanbul: Papirüs
- Bear, J. (1998b). **Yabancı dilde eğitim [Education through foreign languages]**, Istanbul: Papirüs
- Berkowitz, L., & Donnerstein, E. (1982). External validity is more than skin deep: Some answers to criticisms of laboratory experiments. **American Psychologist**, 37(3), 245.
- Bernaus, M., Masgoret, A., Gardner, R. C., & Reyes, E. (2004). Motivation and attitudes towards learning languages in multicultural classrooms. **International Journal of Multilingualism**, 1(2), 75–89.
- Biggs, J. (1999). **Teaching for quality learning at university**. Society for Research into Higher Education & Open University Press.
- Blake, J. (2000). **Routes to child language: Evolutionary and developmental precursors**. Cambridge University Press.
- Boutilier, M., & Mason, R. (2017). The reflexive practitioner in health promotion: From reflection to reflexivity. **Health promotion in Canada. New perspectives on theory, practice, policy, and research**, 328-342.
- Bradley, T., & Lomicka, L. (2000). A case study of learner interaction in technology-enhanced language learning environments. **Journal of Educational Computing Research**, 22(3), 347-368.
- Brophy, J. (1987). Synthesis of research on strategies for motivating students to learn. **Educational leadership**, 45(2), 40-48.
- Buck, G. (2001). Assessing listening. **Cambridge U.**
- Busse, K. (2013). Geek hierarchies, boundary policing, and the gendering of the good fan. **Participations**, 10(1), 73-91.
- Buyuk Kantarcioglu, IN. (2004). A sociolinguistic analysis of the present dimensions of English as a foreign language in Turkey. **International Journal of the Sociology of Language**, (165), 33-58.

- Canagarajah, S. (2007). Lingua franca English, multilingual communities, and language acquisition. **The modern language journal**, 91, 923-939.
- Carroll, J. B. (1959). The development of a test of language aptitude. **Psychometrika**, 24(3), 287-338.
- Carroll, J. B. (1993). **Human cognitive abilities: A survey of factor-analytic studies** (No. 1). Cambridge University Press.
- Carroll, J. B. & S. M. Sapon (1959/2002). Modern Language Aptitude Test (MLAT). **New York, NY: The Psychological Corporation**. (Reprinted in 2002).
- Chang, H. H. (2005). The relationship between extrinsic/intrinsic motivation and language learning strategies among college students of English in Taiwan. **Ming Chuan University, Taiwan**.
- Chang, M. M., & Hung, H. T. (2019). Effects of technology-enhanced language learning on second language acquisition. **Journal of Educational Technology & Society**, 22(4), 1-17.
- Chapelle, C.A. (2008). Computer assisted language learning. In B. Spolsky & F. Hult (Eds.). The handbook of educational linguistics. **Malden, MA: Blackwell Publishing**.
- Christiansen, T. (2011). Cohesion: A Discourse Perspective. **Bern: Peter Lang**.
- Clark, V. L. P., Foote, L. A., & Walton, J. B. (2018). Intersecting mixed methods and case study research: Design possibilities and challenges. **International Journal of Multiple Research Approaches**, 10(1), 14-29.
- Coskun, A. (2016). Causes of the "I Can Understand English but I Can't Speak" Syndrome in Turkey. **Journal on English Language Teaching**, 6(3), 1-12.
- Council of Europe. Council for Cultural Co-operation. Education Committee. Modern Languages Division. (2001). **Common European framework of reference for languages: Learning, teaching, assessment**. Cambridge University Press.
- Creswell, J. W. (2003). **Research design: Qualitative, quantitative, and mixed methods approaches** (2nd ed.). Thousand Oaks: Sage Publications, Inc.
- Creswell J. W. (2014). **Research design: Qualitative, quantitative, and mixed method approaches** (4th ed.). SAGE Publications.
- Creswell, J., & Plano Clark, V. (2018). **Designing and conducting mixed methods research**, (3rd ed.). Thousand Oaks: Sage.
- Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the research agenda. **Language learning**, 41(4), 469-512.
- Csikszentmihalyi, Mihaly. (1990). Flow: the Psychology of Optimal Experience. **Journal of Leisure Research**, 24(1), 93-94.

- Csizer, K., & Kontra, E. (2012). ELF, ESP, ENL and their effect on students' aims and beliefs: A structural equation model. **System**, 40(1), 1-10.
- Dağtan, E., & Cabaroğlu, N. (2021). Status of English speaking skills in Turkish ELT departments: A nationwide survey. **Eurasian Journal of Applied Linguistics**, 7(1), 359-382.
- Davison, R. H. (1990). **Essays in Ottoman and Turkish history, 1774-1923: the impact of the West**. University of Texas Press.
- De Bot, K. (2005). **Second language acquisition: An advanced resource book**. Routledge.
- Deci, E. L., & Ryan, R. M. (1985). **Intrinsic Motivation and Self-Determination in Human Behavior**. Berlin: Springer Science & Business Media.
<https://doi.org/10.1007/978-1-4899-2271-7>
- Deci, E. L., Olafsen, A. H., & Ryan, R. M. (2017). Self-determination theory in work organizations: The state of a science. **Annual review of organizational psychology and organizational behavior**, 4(1), 19-43.
- Demirtas, I., & Sert, N. (2010). English Education at University Level: Who is at the Centre of the Learning Process?. **Novitas-ROYAL (Research on Youth and Language)**, 4(2), 159–172.
- Denzin N. (1978). **Sociological methods**. New York, NY: McGraw-Hill.
- Dinçer, A., Takkaç, M., & Akahn, S. (2010). An Evaluation on English Language Education Process in Turkey from the Viewpoints of University Preparatory School Students. **Online Submission**.
- Dincer, A., Yeşilyurt, S., Noels, K. A., & Vargas Lascano, D. I. (2019). Self-determination and classroom engagement of EFL learners: A mixed-methods study of the self-system model of motivational development. **Sage Open**, 9(2), 2158244019853913.
- Dogancay-Aktuna, S. (1998). The spread of English in Turkey and its current sociolinguistic profile. **Journal of multilingual and multicultural Development**, 19(1), 24-39.
- Doğançay-Aktuna, S., & Kiziltepe, Z. (2005). English in Turkey. **World Englishes**, 24(2), 253-265.
- Doran, R. E. (1969). A review of English language training in Turkey. A report prepared for **U.S.A.I.D. Education Division**, Ankara.
- Dörnyei, Z. (1994). Understanding L2 motivation: On with the challenge!. **The modern language journal**, 78(4), 515-523.
- Dörnyei, Z., Csizér, K., & Németh, N. (1994). Motivation, language attitudes, and globalisation: A Hungarian perspective. Clevedon, UK: **Multilingual Matters**.
- Dörnyei, Z. 2001. Teaching and Researching Motivation. Harlow, UK: **Pearson Education**.

- Dörnyei, Z. (2001). Teaching and researching motivation. Harlow, Essex. **Longman** (2003)' **Attitudes, orientations and motivations in language learning: advances in theory, research and applications'**, *Language Learning*, 53, 3-32.
- Dörnyei, Z. (2005) **The Psychology of the Language Learner: Individual Differences in Second Language Acquisition**. Mahwah, NJ: Lawrence Erlbaum.
- Dörnyei, Z., & Ushioda, E. (Eds.). (2009). **Motivation, language identity and the L2 self** (Vol. 36). Bristol: Multilingual Matters.
- Dörnyei, Z. and Ushioda, E. (2011) **Teaching and Researching Motivation**. 2nd Edition, Pearson, Harlow.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual review of psychology*, 53(1), 109-132.
- First, E. (2015). EF EPI: EF English Proficiency Index. Retrieved from [www. ef. edu/ept/downloads](http://www.ef.edu/ept/downloads).
- Ehrenreich, S. (2017). Communities of practice and English as a lingua franca. In **The Routledge handbook of English as a lingua franca**, Routledge. 37-50.
- Engin, M. (2011). Research diary: A tool for scaffolding. *International Journal of Qualitative Methods*, 10(3), 296-306.
- Erbay-Çetinkaya, Ş., & Kayaoglu, M. N. (2022). The Paradigm of English as an International Language (EIL): Tertiary-Level Learning Outcomes from an Expanding Circle Context. *i-manager's Journal on English Language Teaching*, 12(3).
- Firth, A. (1996). The discursive accomplishment of normality: On 'lingua franca' English and conversation analysis. *Journal of pragmatics*, 26(2), 237-259.
- Foss, P., Carney, N., McDonald, K., & Rooks, M. (2008). Project-based learning activities for short-term intensive English programs. *The Philippine ESL Journal*, 1, 57-76.
- Fraenkel, J. R., & Wallen, N. E. (2009). How to design and evaluate research in education, seventh edition. New York: **McGrawHill Higher Education**
- Friedrich, P., & Matsuda, A. (2010). When five words are not enough: A conceptual and terminological discussion of English as a lingua franca. *International Multilingual Research Journal*, 4(1), 20-30.
- Gardner, R. C., & Lambert, W. E. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology/Revue canadienne de psychologie*, 13(4), 266.
- Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second language learning. **Newbury House**.

- Gardner, R. C. (1975). Social factors in second language acquisition and bilinguality. **Research Bulletin**, ISSN 0316-4675; 342.
- Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. London: **Edward Arnold**.
- Gardner, R. C. (1985). **Attitude/motivation test battery**.
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. **Language learning**, 35(2), 207-227.
- Gardner, R. C. (2001). Language learning motivation: The student, the teacher, and the researcher. **Texas papers in foreign language education**, 6(1), 1-18.
- Gardner, R., 2001a. Integrative motivation and second language acquisition. In: Dornyei, Z., Schmidt, R.W. (Eds.), *Motivation and Second Language Acquisition*. University of Hawai'i, **Honolulu**.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. **Motivation and second language acquisition (Tech. Rep. No. 23)/University of Hawaii, Second Language Teaching and Curriculum Center**.
- Gass, S. M. And Selinker, L. (2008). **Second Language Acquisition: An Introductory Course**, New York: Routledge.
- Geçkin, V. (2022). What's COVID-19 Got to Do with My Communicative Competence? Self-Reflections of Pre-Service English Language Teachers in Turkey. **Indonesian Journal of English Language Teaching and Applied Linguistics**, 6(2), 261-276.
- Gençoğlu, G. (2011). Improving adult EFL learners' speaking skills through strategies-based instruction. **Unpublished master's thesis**. Çukurova University, Adana, Turkey.
- Gerring, J. (2007). **Case study research: principles and practices**. New York: Cambridge University Press.
- Ghonsooly, B., Khajavy, G. H., & Asadpour, S. F. (2012). Willingness to communicate in English among Iranian non-English major university students. **Journal of language and Social Psychology**, 31(2), 197-211.
- Goertler, S., Bollen, M., & Gaff Jr, J. (2012). Students' readiness for and attitudes toward hybrid FL instruction. **Calico Journal**, 29(2), 297-320.
- Golshan, N., & Tafazoli, D. (2014). Technology-enhanced language learning tools in Iranian EFL context: Frequencies, attitudes and challenges. **Procedia-Social and Behavioral Sciences**, 136, 114-118.
- Graddol, D. (2006). *English next* (Vol. 62). London: **British council**.

- Granena, G. (2013). Cognitive aptitudes for second language learning and the LLAMA language aptitude test. **Sensitive periods, language aptitude, and ultimate L2 attainment**, 35, 105-129.
- Granena, G. (2016). Cognitive aptitudes for implicit and explicit learning and information-processing styles: An individual differences study. **Applied psycholinguistics**, 37(3), 577-600.
- Greene J. C. (2007). **Mixed methods in social inquiry**. San Francisco, CA: John Wiley.
- Guba, E. G., & Lincoln, Y. (1989). **Fourth generation evaluation**. Newbury Park, CA: Sage.
- Guido, M. G. (2008). **English as a lingua franca in cross-cultural immigration domains** (Vol. 84). Peter Lang.
- Gunderson, L., D'Silva, R. A., & Odo, D. M. (2019). **ESL (ELL) literacy instruction: A guidebook to theory and practice**. Routledge.
- Harmer, J. (1991). The practice of English language teaching - Motivational differences. London: **Longman**.
- Haynes, N.M. (1998). Creating safe and caring communities. Development program schools. **Journal of Negro Education**, 308-314.
- Hellebrandt, J. (1999). Virtual collaborations in the Spanish class: From e-mail to web design and CD-ROM development. **Journal of Educational Computing Research**, 20(1), 59-70.
- Henter, R. (2014). Affective factors involved in learning a foreign language. **Procedia-social and behavioral sciences**, 127, 373-378.
- Hermessi, T. (2022). Motivation for learning EFL in Tunisia: an eclectic theoretical approach and a structural equation modeling approach. **Innovation in Language Learning and Teaching**, 17(2), 235–253.
- Hickey, D. T. (1997). Motivation and contemporary socio-constructivist instructional perspectives. **Educational Psychologist**, 32(3), 175-193.
- Higgins, E.T. (1987) Self-discrepancy: A theory relating self and affect. **Psychological review**, 94(3), 319.
- Holliday, A. (2010). Cultural descriptions as political cultural acts: An exploration. **Language and intercultural communication**, 10(3), 259-272.
- Hua, Z. (2015). Negotiation as the way of engagement in intercultural and lingua franca communication: Frames of reference and interculturality. **Journal of English as a Lingua Franca**, 4(1), 63-90.
- Hubbard, P. (2013). Making a case for learner training in technology enhanced language learning environments. **Calico Journal**, 30(2), 163-178.

- Hudson, G. (2000). Essential introductory linguistics. Malden, Mass: **Blackwell Publishers**.
- Hussain, A. (2004). Islamic education: why is there a need for it? **Journal of Beliefs & Values-studies in Religion & Education**, 25(3), 317–323.
- Hyland, F. (2004). Learning autonomously: Contextualising out-of-class English language learning. **Language awareness**, 13(3), 180-202.
- Hyltenstam, K., Bartning, I., & Fant, L. (2018). **High-level language proficiency in second language and multilingual contexts**. Cambridge: Cambridge University Press.
- İnceçay, G., & İnceçay, V. (2009). Turkish university students' perceptions of communicative and non-communicative activities in EFL classroom. **Procedia-social and behavioral sciences**, 1(1), 618-622.
- Işık, A. (2008). Yabancı dil eğitimimizdeki yanlışlar nereden kaynaklanıyor?. **Journal of Language and Linguistic Studies**, 4(2), 15-26.
- Jenkins, J. (2006). Current perspectives on teaching world Englishes and English as a lingua franca. **TESOL quarterly**, 40(1), 157-181.
- Jenkins, J. (2007) English as Lingua Franca: Attitude and Identity. **Oxford University Press**, Oxford.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. **Administrative science quarterly**, 24(4), 602-611.
- Jin, M. (2014). A case study of non-English major college students' motivation in English language learning. **Open journal of modern linguistics**, 4(02), 252.
- Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. G. Widdowson (Eds.), English in the world: Teaching and learning the language and literatures Cambridge: **Cambridge University Press**., 11–30.
- Kachru, B. (1992). **Teaching World Englishes**. In B. Kachru (Ed.) The Other Tongue: English across Cultures (2nd ed.) Urbana and Chicago, IL, University of Illinois Press.
- Kaçar, İ., & Zengin, Z. (2009). İngilizceyi yabancı dil olarak öğrenenlerin dil öğrenme ile ilgili inançları, öğrenme yöntemleri, dil öğrenme amaçları ve öncelikleri arasındaki ilişki: Öğrenci boyutu. **Journal of Language and Linguistic Studies**, 5(1), 55-89.
- Kara, E., Ayaz, A. D., & Dünder, T. (2017). Challenges in EFL speaking classes in Turkish context. **European Journal of Language and Literature**, 3(2), 66-74.
- Kayaoglu, M. N. (2013). Case study into the classroom questions by a native speaker and a non-native speaker teacher in EFL classes. **The Asian EFL Journal Professional Teaching Article**, 69, 4-31.

- Ke, I. (2010). Global English and world culture: A study of Taiwanese university students' worldviews and conceptions of English. **Journal of English as an international language**, 5(1), 81-100.
- Ke, I. C., & Cahyani, H. (2014). Learning to become users of English as a Lingua Franca (ELF): How ELF online communication affects Taiwanese learners' beliefs of English. **System**, 46, 28-38.
- Kirkgöz, Y., (2005). English Language Teaching in Turkey: Challenges Towards the 21st Century . **Teaching English to the World History, Curriculum and Practice**, 159-169. New Jersey, Lawrence Erlbaum.
- Kirkgöz, Y. (2005). Motivation and student perception of studying in an English-medium university. **Journal of Language and Linguistic Studies**, 1(1), 101-123.
- Koch, T. (1994). Establishing rigour in qualitative research: The decision trail. **Journal of advanced nursing**, 19(5), 976-986.
- Komori-Glatz, M. (2018). "Cool my doubt is erased": Constructive disagreement and creating a psychologically safe space in multicultural student teamwork. **Journal of English as a Lingua Franca**, 7(2), 285-306.
- Kramsch, C. (2006). The multilingual subject. **International journal of applied linguistics**, 16(1), 97-110.
- Küçük, A. N. (2011). The application of communicative language teaching (CLT) in Turkish primary and secondary schools. **Humanising Language Teaching**, 13(6).
- LaRock, H. (2019, May 1). Advantage of speaking English. **The Classroom**. <https://www.theclassroom.com/advantages-speaking-english-8208325.html>
- Li, S. (2016). The construct validity of language aptitude: A meta-analysis. **Studies in second language acquisition**, 38(4), 801-842.
- Liaw, M. L., & Bunn-Le Master, S. (2010). Understanding telecollaboration through an analysis of intercultural discourse. **Computer Assisted Language Learning**, 23(1), 21-40.
- Spada, N., & Lightbown, P. M. (2006). **How languages are learned**. Oxford University Press.
- Lima, B., & Dart, H. (2019). The hemispheres connection. In **Intercultural foreign language teaching and learning in higher education contexts** IGI Global. 162-176.
- Lincoln, Y., & Guba, E. G. (1985). Naturalistic inquiry. Newbury Park, CA: **Sage**.
- Illés, É. (2011). Communicative language teaching and English as a lingua franca. **VIEWS**, 21(1), 3-16.

- Lukmani, Y. M. (1972). Motivation to learn and language proficiency. **Language learning**, 22(2), 261-273.
- Lumsden, L. (1994). Student motivation to learn. **ERIC Digest**, 92, 4358.
- Mackey, A., & Gass, S. M. (2016). **Second language research: Methodology and design** (2nd ed.). New York: Routledge.
- Maher, A. Atkinson, JW (1964): An introduction to motivation. Princeton, NJ: Van Nostrand.
- Crandall, VJ (1963): Achievement. In H. W. Stevenson (Ed.), *Child psychology* (416-459). Chicago: University of Chi. **A tehetségfejlesztés kisenciklopédiája**, 15(1), 266.
- Mauranen, A., Hynninen, N., & Ranta, E. (2016). English as the academic lingua franca. In **The Routledge handbook of English for academic purposes**, Routledge, 44-55.
- Markus, H., & Nurius, P. (1986). Possible selves. **American psychologist**, 41(9), 954.
- Cross, S. E., & Markus, H. R. (1994). Self-schemas, possible selves, and competent performance. **Journal of Educational Psychology**, 86(3), 423-438.
- McGroarty, M. (2001). Situating second language motivation. **Motivation and second language acquisition**, 23, 69-91.
- Meara, P. (2005). LLAMA language aptitude tests. Swansea, UK: **Lognostics**.
- Mertens, C., & Stringer, T. (2023). The Impact of Intercultural Interactions on Students' Outcomes, Motivation, and Attitudes in an EFL Speaking Course. **Kwansei Gakuin University Humanities Review**, 27, 139-159.
- Miles, B. and A. M. Huberman. 2009. *Qualitative Data Analysis*. Thousand Oaks, CA: **Sage**.
- Ministry of National Education. (2001). **2001 yılı başında milli eğitim. (Ministry of National Education in 2001)**. Retrieved from <http://www.meb.gov.tr/stats/ist2001/Bolum6s1.htm> on January 8, 2010.
- Ministry of National Education. (2008). **Education statistics of Turkey**. Retrieved from <http://www.meb.gov.tr/english/indexeng.html> on January 6, 2010.
- Mirzaei, A., & Forouzandeh, F. (2013). Relationship between intercultural communicative competence and L2-Learning motivation of Iranian EFL learners. **Journal of Intercultural Communication Research**, 42(3), 300–318. <https://doi.org/10.1080/17475759.2013.816867>
- Noviyenty, L., & Morganna, R. (2020). The Paradigms of Teaching English across Cultures: EFL Teachers' Perspectives. **International Journal of Curriculum and Instruction**, 12(1), 1-16.
- Nowell, L., Norris, J. M., White, D., & Moules, N. J. (2017c). Thematic analysis. **International Journal of Qualitative Methods**, 16(1), 160940691773384. <https://doi.org/10.1177/1609406917733847>

- Nugroho, A. J., Rohman, A., & Geroda, G. B. (2020). Analysis of student self-regulation in learning English speaking skill. **EDUCASIA: Jurnal Pendidikan, Pengajaran, dan Pembelajaran**, 5(1), 49-58.
- Nurmala, Y. (2012). **The use of multimedia teaching aids to improve the quality of the speaking teaching and learning process at the English grade class of SMP N6 Yogyakarta in the academic year of 2011/2012** [Master's thesis, Yogyakarta State University]. <http://eprints.uny.ac.id/9431/1/1-08202244056.pdf>
- O'Dowd, R. (2012) Intercultural communicative competence through telecollaboration. In J. Jackson (ed.) *The Routledge Handbook of Language and Intercultural Communication* New York: **Routledge**, 1st edn, 340–356.
- Onwuegbuzie, A. J., Johnson, R. B., & Collins, K. M. (2009). Call for mixed analysis: A philosophical framework for combining qualitative and quantitative approaches. **International journal of multiple research approaches**, 3(2), 114-139.
- O'Rourke, R. (1998). The learning journal: From chaos to coherence. **Assessment & Evaluation in Higher Education**, 23(4), 403-413.
- Oxford, R. (1990). *Language learning strategies: what every teacher should know*. New York: **Newbery House Publishers**.
- Oyserman, D., & Markus, H. R. (1990). Possible selves and delinquency. **Journal of personality and social psychology**, 59(1), 112-125.
- Öden, M. S., Bolat, Y. İ., & Goksu, İ. (2021). Kahoot! as a gamification tool in vocational education: More positive attitude, motivation and less anxiety in EFL. **Journal of Computer and Education Research**, 9(18), 682-701.
- Öz, H., Demirezen, M., & Pourfeiz, J. (2015). Willingness to communicate of EFL learners in Turkish context. **Learning and Individual Differences**, 37, 269-275.
- Özen, E. N., Alpaslan, İ. B., Çağlı, A., Özdoğan, İ., Sancak, M., Dizman, A. O., & Sökmen, A. (2014, March). **Turkey National Needs Assessment of State School English Language Teaching**. TEPAV. <https://www.tepav.org.tr/en/yayin/s/705>
- Paige, R. (2001). Tools for student success. **Retrieved on May, 4, 2011**.
- Paige, D. D. (2011). Engaging struggling adolescent readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading proficiency, comprehension, and academic achievement. **Reading Psychology**, 32(5), 395-425.
- Pakir, A. (2009). English as a lingua franca: Analyzing research frameworks in international English, world Englishes, and ELF. **World Englishes**, 28(2), 224-235.

- Pan, L., & Block, D. (2011). English as a “global language” in China: An investigation into learners’ and teachers’ language beliefs. **System**, 39(3), 391-402.
- Pearse, P.D.E. (2000). Success in English teacher. Oxford. **Oxford University Press**.
- Pintrich, P. R., & Schunk, D. H. (2002). Motivation in Education. Englewood Cliffs, NJ: **Prentice Hall**.
- Meara, P. M., & Rogers, V. E. (2019). The LLAMA tests v3. LLAMA_B3 (v3. 00). Cardiff: **Lognostics**.
- Prensky, M. (2001). Digital natives, digital immigrants part 2: Do they really think differently?. **On the horizon**, 9(6), 1-6.
- Purpura, J. E. (2004). **Assessing grammar**. Cambridge University Press.
- Redjeki, I. S., & Muhajir, R. (2021). Gamification in EFL classroom to support teaching and learning in 21st century. **JEES (Journal of English Educators Society)**, 6(1), 68–78.
- Rindal, U. (2010). Constructing identity with L2: Pronunciation and attitudes among Norwegian learners of English 1. **Journal of sociolinguistics**, 14(2), 240-261.
- Robins, K. (1996). Interrupting identities: Turkey/Europe. In S. Hall & P. du Gay (Eds.), **Questions of cultural identity**, 30-52. London: Sage Publications.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. **American psychologist**, 55(1), 68-78.
- Saito, K. (2017). Effects of sound, vocabulary, and grammar learning aptitude on adult second language speech attainment in foreign language classrooms. **Language Learning**, 67(3), 665-693.
- Samad, A. A., Etemadzadeh, A., & Far, H. R. (2012). Motivation and language proficiency: Instrumental and integrative aspects. **Procedia-Social and Behavioral Sciences**, 66, 432-440.
- Sari, Y. N., & Margana, M. (2019). YouTube as a learning media to improve the student’s speaking ability in 21st century. **Journal of English Language Teaching and Linguistics**, 4(2), 263-273.
- Schunk, D. H. (1995). Self-Efficacy and Education and Instruction. In J. E. Maddux (Ed.), **Self-Efficacy, Adaptation, and Adjustment: Theory, Research, and Application**, 281-303. New York: **Plenum Press**.
- Schunk, D. H., & Zimmerman, B. J. (2008). Motivation and Self-Regulated Learning: Theory, Research, and Applications. New York: **Taylor & Francis Group, LLC**.
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. **International journal of applied linguistics**, 11(2), 133-158.

- Seidlhofer, B. (2011). **Understanding English as a Lingua Franca**. Oxford: Oxford University Press.
- Sifakis, N. C. (2004). Teaching EIL—Teaching international or intercultural English? What teachers should know. **System**, 32(2), 237-250.
- Sinanoğlu, O. 1998. “İngilizce Öğrenmenin Yolu.” In **Anadilinde Çocuk Olmak, Yabancı Dilde Eğitim [Being a Child in a Mother Tongue, Education in a Foreign Language]**, edited by A. Kilimci, 118–122, Istanbul: Papirüs Yayınları.
- Siska, S. (2015). Using film to increase motivation for speaking in English course classroom. **Tell-Us Journal**, 1(2), 51-57.
- Skehan, P. (1989). Individual differences in second language learning. Great Britain: **Chapman and Hall, Inc.**
- Skehan, P. (2002). **Theorising and updating aptitude. Individual differences and instructed language learning**, 2, 69-94.
- Skehan, P., Granena, G., Jackson, D., & Yilmaz, Y. (2016). Foreign language aptitude, acquisitional sequences, and psycholinguistic processes. **Cognitive individual differences in second language processing and acquisition**, 17-40.
- Snow, R. E. (1992). Aptitude theory: Yesterday, today, and tomorrow. **Educational Psychologist** 27, 5–32.
- Solhi, M., Sak Masrı, M., Şahin, Ş., & Yılmaz, H. S. (2020). Evaluation of the English language coursebooks used at the Turkish public elementary schools. **Journal of Language and Linguistic Studies**, 16(3), 1282-1308.
- Soureshjani, K. H., & Riahipour, P. (2012). Demotivating factors on English speaking skill: A study of EFL language learners and teachers’ attitudes. **World Applied Sciences Journal**, 17(3), 327-339.
- Stoller, F. (2002). Project Work: A Means to Promote Language and Content. In J. Richards & W. Renandya (Eds.), **Methodology in Language Teaching: an anthology of Current Practice** Cambridge: **Cambridge University Press**, 107-120.
- Sukmawati, F., Amalia, K., Utimadini, N. J., & Hakim, F. N. (2022). Investigating EFLs’ Student Motivation to Speak in Online Environment. **Borneo International Journal eISSN 2636-9826**, 5(2), 52-58.
- Svanes, B. (1987). Motivation and cultural distance in second-language acquisition. **Language learning**, 37(3), 341-359.

- Tahaine, Y., & Daana, H. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context. **International review of social sciences and humanities**, 4(2), 159-180.
- Talim Terbiye Kurulu. 2006. English Language Curriculum for Primary Education. **Ankara, MEB**.
- TEPAV and British Council. (2014). Turkish National Needs Assessment of State School English Language Teaching. **Ankara: Yorum Basın Yayın**.
- Tobin, G. A., & Begley, C. M. (2004). Methodological rigour within a qualitative framework. **Journal of advanced nursing**, 48(4), 388-396.
- Tokoz-Goktepe, F. (2014). Speaking problems of 9th grade high school Turkish learners of L2 English and possible reasons for those problems: Exploring the teachers and students' perspectives. **Procedia-Social and Behavioral Sciences**, 116, 1875-1879.
- Toomaneejinda, A., & Harding, L. (2018). Disagreement practices in ELF academic group discussion: Verbal, nonverbal and interactional strategies. **Journal of English as a Lingua Franca**, 7(2), 307-332.
- Tosun, C. (2006). Yabancı dille eğitim sorunu. **Journal of Language and Linguistic Studies**, 2(1), 28-42.
- Toyoda, E.& Harrison, R. (2002). Categorization of text chat communication between learners and native speakers of Japanese.
- Tumskiy, S. (2019). The use of learning management systems in the teaching of English to high-level learners at tertiary level. In **INTED2019 Proceedings**, 3530-3535. IATED.
- Tumskiy, S. (2019). The use of learning management systems in the teaching of English to high-level learners at tertiary level. In **INTED2019 Proceedings**, 3530-3535. IATED.
- Ushioda, E. (2008). **Motivation and good language learners**, 19-34. Cambridge University Press.
- Vallerand, R. (1997). Toward a hierarchal modal of intrinsic motivation. In M.P. Zanna (Ed). **Advances in Experimental Social Psychology**, Vol. 29, 271-360.
- Wang, F. (2008). Motivation and English achievement: An exploratory and confirmatory factor analysis of a new measure for Chinese students of English learning. **North American journal of psychology**, 10(3), 633-646.
- Ware, P. (2005) 'Missed' communication in online communication: Tensions in a GermanAmerican telecollaboration. **Language Learning & Technology** 9(2), 64-89..
- Warschauer, M. (2000). The changing global economy and the future of English teaching. **TESOL quarterly**, 34(3), 511-535.

- Weiner, B. (1976). 5: An attributional approach for educational psychology. **Review of research in education**, 4(1), 179-209.
- Weiner, B. (1985). An attributional theory of achievement motivation and emotion. **Psychological review**, 92(4), 548-573.
- Wen, Z. (2016). **Working memory and second language learning: Towards an integrated approach**. Bristol: Multilingual Matters.
- Wen, Z. E., Biedroń, A., & Skehan, P. (2017). Foreign language aptitude theory: Yesterday, today and tomorrow. **Language teaching**, 50(1), 1-31.
- Wesche, M., Edwards, H., & Wells, W. (1982). Foreign language aptitude and intelligence. **Applied Psycholinguistics**, 3(2), 127-140.
- Wentzel, K. R. (2002). The contribution of social goal setting to children's school adjustment. In A. Wigfield & J. S. Eccles (Eds.), **Development of achievement motivation**, 221–246. Academic Press.
- Wilby, J. (2022). Motivation, self-regulation, and writing achievement on a university foundation programme: A programme evaluation study. **Language Teaching Research**, 26(5), 1010-1033.
- Williams, J. N. (2015). Working memory in SLA research: Challenges and prospects. In Z. Wen, M. B. Mota, & A. McNeill (Eds.), **Working memory in second language acquisition and processing**, 301–307. Bristol, UK: **Multilingual Matters**.
- Wu, J. R. W., & Lee, M. C. (2017). The relationships between test performance and students' perceptions of learning motivation, test value, and test anxiety in the context of the English benchmark requirement for graduation in Taiwan's universities. **Language Testing in Asia**, 7(1).
- Yang, S. C., & Chen, Y. (2007). Technology-enhanced language learning: A case study. **Computers in Human Behavior**, 23(1), 860–879.
- Yin, R. K. (2003). Designing case studies. **Qualitative research methods**, 5(14), 359-386.
- Yin, Robert K. (2014), *Case Study Research: Design and Methods*, 3rd Edition, **SAGE**, Thousand Oaks.
- Yuan, Yi. (2003). The use of chat rooms in an ESL setting. **Computers and Composition**, 20, 194–206.
- Yulia, Y. (2013). Teaching challenges in Indonesia: Motivating students and teachers' classroom language. **Indonesian Journal of Applied Linguistics**, 3(1), 1–16.

- Yustanti, I. (2020). The correlation among the eleventh grade students' self-confidence, motivation and speaking achievement at PGRI senior high school 2 of palembang. **English Language Teaching and Education**, 7(2), 1-13.
- Yu.Y. (2010). A study of English learning motivation of less successful students. **CELT journal**. Retrieved from: www.cetljournal.co.uk.
- Zeinivand, T., Azizifar, A., & Gowhary, H. (2015). The relationship between attitude and speaking proficiency of Iranian EFL learners: The case of Darrehshahr city. **Procedia-Social and Behavioral Sciences**, 199, 240-247.
- Zeng, G., & Takatsuka, S. (2009). Text-based peer-peer collaborative dialogue in a computer-mediated learning environment in the EFL context. **System**, 37(3), 434-446.
- Zhang, S., & Hasim, Z. (2023). Gamification in EFL/ESL instruction: A systematic review of empirical research. **Frontiers in psychology**, 13, 1030790.



APPENDICES

Appendix 1: Parental Consent Form

Sayın Veli;

Velisi bulunduğunuz öğrencinin katılacağı, “Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi” başlıklı bu çalışma, 01/09/2023 ve 01/12/2023 tarihleri arasında yapılacak bilimsel bir araştırmadır.

Araştırmanın Hedefi: Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesidir.

Araştırma Uygulaması: Çevrimiçi uygulanacak bir adet çevrimiçi anket ve 2 adet çevrimiçi test şeklindedir.

Araştırma akademik bilimsel çalışma hükümlerine göre yürütülmektedir. Milli Eğitim Bakanlığı ve Karadeniz Teknik Üniversitesi Etik Kurulunun iznine başvurulmuştur. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalıdır. Velisi bulunduğunuz öğrenci çalışmaya katılıp katılmamakta özgürdür. Araştırma velisi bulunduğunuz öğrenci için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Velisi bulunduğunuz öğrencinin katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da istediğiniz zaman ayrılabilirsiniz. Araştırmaya katılmama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerin verecekleri cevaplar tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Araştırma bulguları alanla ilgili dergilerde yayınlanacaktır. Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden velisi bulunduğunuz öğrenci kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Velisi bulunduğunuz öğrenci çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söyleyebilir. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek velisi bulunduğunuz öğrenciye hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz. Saygılarımızla.

Ayşe GİRGİN ÇATAN 05454003910
Uygulamalı Dil Bilim Yüksek Lisans Öğrencisi
Karadeniz Teknik Üniversitesi

Velisi bulunduğum sınıfı numaralı öğrencisi
.....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen
formu imzaladıktan sonra PDF formatında taratarak özelden araştırmacılardan birine gönderiniz).

.....
İsim-Soyisim İmza

Appendix 2: Permission from the MoNE and KTU

**T.C.
RİZE VALİLİĞİ
İl Milli Eğitim Müdürlüğü
ARAŞTIRMA DEĞERLENDİRME FORMU**

ARAŞTIRMA SAHİBİNİN	
Adı Soyadı	Ayşe Girgin Çatan
Kurumu / Üniversitesi	Karadeniz Teknik Üniversitesi
Araştırma yapılacak iller	Rize
Araştırma yapılacak eğitim kurumu ve kademesi	Rize ilinde bulunan resmi imam hatip ortaokullarında öğrenim gören öğrenciler
Araştırmanın konusu	Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler İle Yabancı Öğrencilerin Çevrimiçi Konuşma Aktivitelerinin Etkisinin İncelenmesi
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Tez
Veri toplama araçları	Test
Görüş istenilecek Birim/Birimler	-
KOMİSYON GÖRÜŞÜ	
Sunulan testlerin Rize ilinde bulunan resmi imam hatip ortaokullarında öğrenim gören öğrencilere uygulanmasında sakınca bulunmamaktadır.	
Komisyon kararı	Oybirliği / Oyçokluğu ile alınmıştır.
Muhalef üyenin Adı ve Soyadı:	Gerekçesi:



KOMİSYON

Üye
Onur Kasap

Üye
Özge Beyaz



T.C.
RİZE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-57774812-605.01-84073514
Konu : Tez Çalışması İzni

15.09.2023

VALİLİK MAKAMINA

İlgi : a) Karadeniz Teknik Üniversitesi Öğrenci İşleri Dairesi Başkanlığının 14.07.2023 tarihli ve 5138 sayılı yazısı.
b) Millî Eğitim Bakanlığının 21/01/2020 tarihli ve 1563890 (2020/2) sayılı Genelgesi.

Karadeniz Teknik Üniversitesi Batı Dilleri ve Edebiyatı Anabilim Dalı Tezli Yüksek Lisans programı öğrencisi Ayşe GİRGIN ÇATAN'ın "Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler ile Yabancı Öğrencilerin Çevrimiçi Konuşma Aktivitelerinin Etkisinin İncelenmesi" konulu bilimsel araştırması kapsamında ekte sunulan tez formlarını 2023-2024 Eğitim Öğretim Yılında ilimizde resmi imam hatip ortaokullarında öğrenim gören öğrencilerine uygulama isteği ilgi yazı ile bildirilmektedir.

Söz konusu test formlarını 2023-2024 Eğitim Öğretim Yılında denetimi okul idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre ilimizde resmi imam hatip ortaokullarında öğrenim gören öğrencilerine uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Resul KUL
Müdür a.
Şube Müdürü

OLUR

Mehmet OFLUOĞLU
Vali a.
Milli Eğitim Müdür V.

Adres : İl Milli Eğitim Müdürlüğü REZE

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Hamit GÖMLEKSİZ

Telefon No : 0 (464) 280 53 00

E-Posta: nizemem@meb.gov.tr

Kep Adresi : mebi@hs01.kep.tr

İnternet Adresi: rize.meb.gov.tr

Faks:4642805316



The sample also includes the two lowest luminosity, hydrogen-burning stars seen in this cluster, *h756*, *5a8a*, *3100*, *a16c*, *a11h*, which lie just at the edge

 KTÜ
1955

HİZMETE ÖZEL

E-82554930-050.04.04-509915
94649767
100
YIL
Karadeniz Teknik Üniversitesi

T.C.
KARADENİZ TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜ
Hukuk Müşavirliği

Sayı : E-82554930-050.04.04-509915
Konu : Ayşe GİRGİN ÇATAN'ın Etik Kurul Kararı

13.05.2024

Sn. Ayşe GİRGİN ÇATAN

İliği : 09.05.2024 tarihli ve E-26014373-050.01.04-509035 sayılı yazı.

KTÜ-Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Anabilim Dalı Yüksek Lisans Programı öğrencisi Ayşe GİRGİN ÇATAN'ın " An Investigation of the Impact of Online Speaking Activities among Turkish EFL Learners in Interacting with Other English Learners (Yabancı Dil Olarak İngilizce Öğrenen Türk Öğrenciler ile Yabancı Öğrencilerin Çevrim İçi Konuşma Aktivitelerinin Etkisinin İncelenmesi)" başlıklı yüksek lisans tezi kapsamında çalışması için gerekli olan Etik Kurul incelemesi yapılmış ve başvurunuza onay verilmiştir. Bilgilerinize ve gereğini rica ederim.

Prof. Dr. Akif CİNEL
Rektör Yardımcısı

Bu belge güvenli elektronik imzalarla onaylanmıştır. **HİZMETE ÖZEL** Değerlendirme Adresi: <https://www.turkiye.gov.tr/karadeniz-teknik-universitesi-etik>
Değerlendirme Kodu: 5B78EAD7-EB9D-4D6F-90F7-5A9553D4FB2

61080 – Trabzon /
TÜRKİYE
Tel:

Faks:

www.ktu.edu.tr

Ayrıntılı Bilgi İçin İrtibat
Hatice BAKIR ALSAN

Sayfa
1 / 1

Appendix 3: Questionnaire and Testss (Anket ve Testler)-An Investigation of the Impact of Online Speaking Activities among Turkish EFL Learners in Interacting with Other English Learners (Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi)

Demographic Information of the Students	
Gender	Male() Female()
Age	

(1. AMTB)

Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi					
	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1.İngilizce dersimde bir soruya cevap vermem gerektiğinde endişelenmiyorum.					
2.Derse gitmek için sabırsızlanıyorum çünkü İngilizce öğretmenim çok iyi.					
3.İngilizce öğrenmek gerçekten harikadır.					
4.İngilizce öğrenmek önemlidir, çünkü İngilizce konuşan insanlarla daha rahat olmamı sağlayacaktır.					
5.İngilizcenin tüm yönlerini bilmek için azim içerisindeyim.					
6.İngilizce dersim gerçekten zaman kaybıdır.					
7.Bir turiste İngilizce konuşmam gerekirse gergin olurum.					
8.Yabancı dil eğitimi eğlenceli değildir.					
9.İngilizce öğretmenimin çok iyi olduğunu düşünmüyorum.					
10.İngilizce okumak önemlidir çünkü geleceğim için buna ihtiyacım olacak.					
11.İngilizce dersimde konuştuğumda kendimden asla emin değilim.					
12.Yabancı dillere ilgim yok.					
13.İngilizce öğrenmek önemlidir, çünkü beni daha eğitimi yapar.					
14.İngilizce dersimde sorulara cevapları gönüllü olarak vermek beni utandırıyor.					
15.İngilizce konuşmak beni hiç rahatsız etmiyor.					
16.Birçok yerli İngilizce konuşan arkadaşla sahip olmak isterdim.					
17.İngilizce dersimizin aktivitelerini diğer derslerden daha çok seviyorum.					
18.Birçok yabancı dili öğrenmek isterim.					
19.İngilizce ödevlerimi mümkün olduğunca ertelerim.					
20.İngilizce, okul programının çok önemli bir parçasıdır.					
21.Dürüst olmak gerekirse, İngilizce dersime çok az ilgi duyuyorum.					
22.Telefonda İngilizce konuşmam gerekirse rahatsız olurum.					
23.Yabancı dil öğrenmek bizim için önemli değil.					
24.İngilizce dersimde bir şeyi anlamadığımda öğretmenimden her zaman yardım isterim.					
25.İngilizce öğrenmek önemlidir çünkü iyi bir iş bulmakta faydalı olacaktır.					
26.Sınıftaki diğer öğrencilerin İngilizceyi benden daha iyi konuşması beni endişelendirir.					
27.İngilizce öğrenmek zaman kaybıdır.					
28.İngilizce dersimi çok seviyorum, gelecekte daha fazla İngilizce çalışmayı sabırsızlıkla bekliyorum.					
29.İngilizce öğretmenimin açıklamasını anlamadığımda pes eder dikkatimi dağıtırım.					
30.Diğer öğrencilerin sınıfta İngilizce konuşurken neden gergin olduğunu anlamıyorum.					
31.İngilizce öğretmenim benim için ilham kaynağıdır.					
32.Mümkün olduğunca çok İngilizce öğrenmeyi planlıyorum.					
33.Dürüst olmak gerekirse, İngilizce dersimi sevmiyorum.					
34.Sınıf dışında herhangi bir yerde İngilizce konuşmaktan çekiniyorum.					
35.Farklı bir İngilizce öğretmenim olmasını isterdim.					

Appendix 3 (Continue):

36.İngilizceyi öğrenmek önemlidir, çünkü İngilizce bildiğimde diğer insanlar bana daha çok saygı duyacaktır.					
37.Dürüst olmak gerekirse, hiç İngilizce öğrenme arzum yok.					
38.İngilizce öğrenmenin sıkıcı olduğunu düşünüyorum.					
39.İngilizce derslerinde gergin olduklarını iddia eden öğrenciler sadece mazeret uyduruyorlar.					
40.Akıcı bir şekilde İngilizce konuşmak isterdim.					
41.Birisi bana İngilizce bir şeyler sorarsa endişeli hissediyorum.					
42.İngilizce çalışırken, dikkat dağınıkları görmezden gelir ve dersime odaklanırım.					
43.İngilizce öğretmenim dersi ve materyalleri ilginç bir şekilde sunmuyor					
44.Bazen İngilizce konuştuğumda sınıftaki diğer öğrencilerin bana güleceğinden endişeleniyorum.					
45.Okulu bitirdiğimde, İngilizce çalışmaktan vazgeçeceğim çünkü ilgimi çekmiyor.					
46.İngilizce en sevdiğim kurslardan biridir.					

2. An Investigation of the Impact of Online Speaking Activities among Turkish EFL Learners in Interacting with Other English Learners (Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi)

(2. Oxford Placement Test)

OXFORD PLACEMENT TEST 2

GRAMMAR TEST PART 1

Name _____

Total Listening _____ / 100

Total Grammar Part 2 _____ / 50

Total Grammar Part 1 _____ / 50

Grand total _____ / 200

Look at these examples. The correct answer is ticked.

A In warm climates people ☒ like ☐ likes ☐ are liking sitting outside in the sun.

B If it is very hot, they sit ☐ at ☒ in ☐ under the shade.

Now the test will begin. Tick the correct answers.

1 Water ☒ be freezing ☐ is freezing ☐ freezes at a temperature of 0° C. 1__

2 In some countries ☐ there is ☒ is ☐ it is dark all the time in winter. 2__

3 In hot countries people wear light clothes ☐ for keeping ☐ to keep ☒ for to keep cool. 3__

4 In Madeira they have ☐ the good ☒ good ☐ a good weather almost all year. 4__

5 Most Mediterranean countries are ☐ more warm ☐ the more warm ☒ warmer in October than in April. 5__

6 Parts of Australia don't have ☐ the ☐ some ☒ any rain for long periods. 6__

7 In the Arctic and Antarctic ☐ it is ☐ there is ☒ it has a lot of snow. 7__

8 Climate is very important in ☐ most ☐ of most ☒ the most people's lives. 8__

9 Even now there is ☐ little ☐ few ☒ less we can do to control the weather. 9__

10 In the future ☐ we'll need ☐ we are needing ☒ we can need to get a lot of power from the sun and the wind. 10__

11 Pele is still perhaps ☐ most ☐ the most ☒ the more famous footballer in the world. 11__

12 He ☐ had been ☒ is ☐ was born in 1940. 12__

13 His mother ☐ not want ☐ wasn't wanting ☒ didn't want him to be a footballer. 13__

14 But he ☐ used ☐ ought ☒ has used to watch his father play. 14__

15 His father ☐ made him to ☐ made him ☒ would make him to practise every day. 15__

Appendix 3 (Continue):

16 He learned to use <u>or his left foot or</u> <u>and his left foot and</u> <u>both his left foot and</u> his right.	16__
17 He got the name Pele when he <u>had only ten years</u> <u>was only ten</u> <u>was only ten years</u> .	17__
18 By 1956 he <u>has joined</u> <u>joined</u> <u>had joined</u> Santos and had scored in his first game.	18__
19 In 1957 he <u>has been picked</u> <u>was picked</u> <u>was picking</u> for the Brazilian national team.	19__
20 The World Cup Finals were in 1958 and Pele was looking forward <u>to play</u> <u>to playing</u> <u>to be playing</u> .	20__
21 But he hurt <u>this</u> <u>the</u> <u>his</u> knee in a game in Brazil.	21__
22 He thought he <u>isn't going</u> <u>to couldn't</u> <u>wasn't going to</u> be able to play in the finals in Sweden.	22__
23 If he <u>hadn't been</u> <u>weren't</u> <u>wouldn't be</u> so important to the team, he would have been left behind.	23__
24 But he was <u>a such</u> <u>such a</u> <u>a so</u> brilliant player, they took him anyway.	24__
25 And <u>even though</u> <u>even so</u> <u>in spite of</u> he was injured he helped Brazil to win the final.	25__
The history of the World Cup is <u>quite a</u> <u>a quite</u> <u>quite</u> short one.	26__
Football <u>has been</u> <u>is being</u> <u>was</u> played for	27__
<u>above</u> <u>over</u> <u>more than</u> a hundred years, but the first World Cup	28__
competition <u>did not be</u> <u>was not</u> <u>was not being</u> held until	29__
1930. Uruguay <u>could win</u> <u>were winning</u> had won the Olympic football	30__
final in 1924 and 1928 and wanted <u>be</u> <u>being</u> <u>to be</u> World Champions for the third time.	31__
Four teams entered from Europe, but with <u>a little</u> <u>few</u> <u>little</u> success.	32__
It was the first time <u>which</u> <u>that</u> <u>when</u> professional teams	33__
<u>are playing</u> <u>would play</u> <u>had played</u> for a world title.	34__
It wasn't until four years <u>later</u> <u>more</u> <u>further</u> that a	35__
European team succeeded <u>to win</u> <u>in winning</u> <u>at winning</u>	36__
for <u>the</u> <u>a</u> <u>its</u> first time. The 1934 World Cup was	37__
again won by <u>a</u> <u>the</u> <u>one</u> home team,	38__
<u>what</u> <u>this</u> <u>which</u> has been the case several times since	39__
then. The 1934 final was <u>among</u> <u>between</u> <u>against</u> two	40__
European teams, Czechoslovakia and Italy, <u>which</u> <u>that</u> <u>who</u> won,	41__
Went on <u>to win</u> <u>winning</u> <u>to have won</u> the 1938 final. Winning	42__
successive finals is something that <u>is not</u> <u>was not</u> <u>has not been</u> achieved	43__
again until Brazil did <u>these</u> <u>them</u> <u>it</u> in 1958 and 1962. If Brazil	44__
<u>would have won</u> <u>would win</u> <u>had won</u> in 1966 then the	45__

Appendix 3 (Continue):

authorities would have needed to have let make the original World Cup replaced. 46____
 But England stopped the Brazilians to get getting get a third successive win. An England player, 47____
 Geoff Hurst, scored three goals in the final and won it almost by his own on himself by himself 48____
 1966 proved being as being to be the last year that England 49____
would will did even qualify for the finals till 1982, though they got in as winners in 1970. 50____

GRAMMAR TEST Part 2

51 Many persons people peoples nowadays believe that everyone should learn to use computers. 51____
 52 The majority of children in the UK have has are having access to a micro-computer. 52____
 53 There are more computers per head in England than
anywhere else somewhere else anywhere other in the world. 53____
 54 Learning a computer language is not the same as like than learning a real language. 54____
 55 Most people start off with 'Basic', who what which is the easiest to learn. 55____
 56 Children seem to find computers easy, but many adults aren't used to work the work working 56____
 with microtechnology.
 57 There aren't no any some easy ways of learning to program a computer. 57____
 58 The only way to become really proficient is to practise a lot
on your own by your own on your self. 58____
 59 You can pick up the basics quite quickly if you want to would are willing to make an effort. 59____
 60 Most adults feel it would be easier if only they would have started would start had started 60____
 computer studies earlier.
 61 Some people would just rather prefer better not have anything to do with computers at all. 61____
 62 A lot have resigned themselves to never even know known knowing how a computer works. 62____
 63 Microtechnology is moving so fast that hardly anybody nobody no one can keep up with it all. 63____
 64 It's no use in trying to try trying to learn about computers just by reading books. 64____
 65 Everyone has difficulty in learning difficulties to learn it difficult to learn 65____
 if they can't get 'hands-on' experience.

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

I am writing I will write I should write to you because I 66____
am not knowing don't know know not what to do. I'm twenty-six and a teacher at 67____
 a primary school in Norwich where I'm working I've worked I work for the last five years. 68____
 When I was have been had been there for a couple of years, one of the older members of staff 69____
would leave left had been leaving and a new teacher 70____
would be became was appointed to work in the same department as me. 71____
 We worked have worked should work together with the same classes during her first year 72____
 and had the opportunity for building possibilities to build chance to build up a good professional 73____
 relationship. Then, about eighteen months after she has arrived to have arrived arriving 74____
 in Norwich, she decided to buy her own herself her a house. 75

Appendix 3 (Continue):

She was tired of ☐to live ☒live ☐living in rented accommodation and wanted a place 76____
☐by her own ☐of her own ☐of herself. At about the same time, I 77____
☐was given ☐have been given ☐gave notice by the landlord of the flat 78____
☐what I was living ☐that I had lived ☐I was living in 79____
and she asked me if I ☐liked ☐had liked ☐would like to live 80____
with her. She ☐said ☐told ☐explained me that by the time she 81____
☐would pay ☐would have paid ☐had paid the mortgage 82____
and the bills ☐it ☐there ☐they wouldn't be 83____
☐a lot ☐many ☐few left to live on. She suggested 84____
☐us to ☐we should ☐we may share the house and share the costs. 85____
It seemed like a good idea, so after ☐we'd agreed ☐we could agree ☐we agreed with all the details 86____
☐what ☐that ☐who needed to be sorted out, we moved into the new house together. 87____
At the end of this month ☐we have lived ☐we have been living ☐we'll have been living 88____
together for a year and a half. It's the first time ☐I live ☐I'm living ☐I've lived with anybody before, but 89____
☐I should guess ☐I might have guessed ☐I'd have guessed what would happen. I've fallen in love 90____
with her and now she's been offered another job 200 miles away and is going to move. I don't know what
to
Do. Please give me some advice.
Yours in shy desperation,
Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

- A He's getting the 9.15 train, ☒isn't he ☐hasn't he ☐wasn't he?
B She works in a library, ☐isn't she ☒doesn't she ☐doesn't he?
C Tom didn't tell you, ☐hasn't he ☐didn't he ☒did he?
D Someone's forgotten to switch off the gas, ☐didn't one ☐didn't they ☒haven't they?

Now tick the correct question tag in the following 10 items:

- 91 Steve's off to China, ☐has he ☐hasn't he ☒isn't he? 91____
92 It'll be a year before we see him again, ☐won't it ☐won't we ☒shan't it? 92____
93 I believe he's given up smoking, ☐isn't he ☐don't I ☒hasn't he? 93____
94 I'm next on the list to go out there, ☐am not I ☐are I ☒aren't I? 94____
95 No doubt you'd rather he didn't stay abroad too long, ☐shouldn't you ☐wouldn't you ☒hadn't you? 95____
96 He's rarely been away for this long before, ☐is he ☐hasn't he ☒has he? 96____

Appendix 3 (Continue):

97 So you think he'll be back before November, shall he will he do you? 97___

98 Nobody's disagreed with the latest proposals, did he has he have they? 98_____

99 We'd better not delay reading this any longer, should we did we had we? 99_____

100 Now's hardly the time to tell me you didn't need a test at all, did you is it isn't it? 100__

An Investigation of the Impact of Online Speaking Activities among Turkish EFL Learners in Interacting with Other English Learners (Yabancı dil olarak İngilizce öğrenen Türk öğrenciler ile yabancı öğrencilerin çevrimiçi konuşma aktivitelerinin etkisinin incelenmesi)

(3.LLMA test)



LLAMA_B v3.0

Learning Words

_lognostics



##

Click on the LULU. If you are not sure then just guess.

© 2021 Paul Meara and Imma Miralpeix

version 3.2.2 2021-03-17



LLAMA_D v3.2

Listening for new words

_lognostics

new word

>>

repeated word

FINISH

Is this a new word? Click NEW WORD for YES, or REPEATED WORD for NO.

© 2021 Paul Meara and Vivienne Rogers

version 3.2.2 2021-03-17

Appendix 3 (Continue):



LLAMA_E v3.0
Sounds and Symbols

_lognostics

0ï	3ï	9ï	0i	3i	9i	0î	3î
0ë	3ë	9ë	0e	3e	9e	0ê	3ê
0ü	3ü	9ü	0u	3u	9u	0û	3û

Click on the blue buttons and listen to the sounds

© 2021 Paul Meara and Vivienne Rogers
version 3.2.1 2021-03-17



LLAMA_E v3.0
Sounds and Symbols

_lognostics

3u3i	3u0ï	3û3i	0û3i	9i3ë	9ü3ë	9ü0ë
9ë0ê	3ë3ë	3ï3ê	0ë3ë	0ï0ê	0i3ë	????
3i3û	3ë3u	9ë3u	0û9ü	0ë3û	0i3û	0u0u

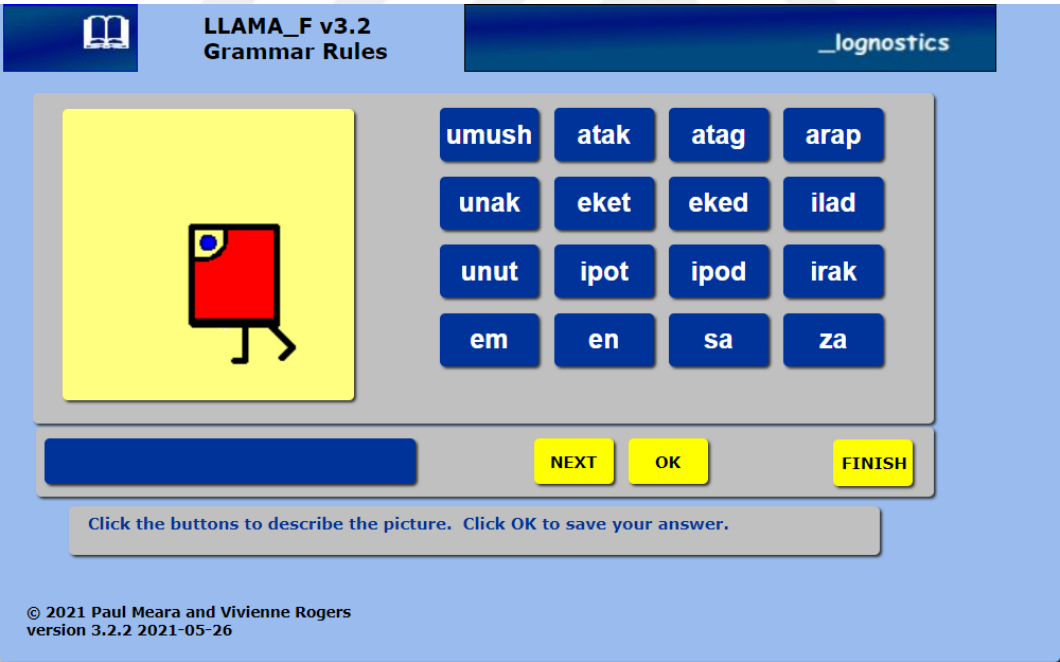
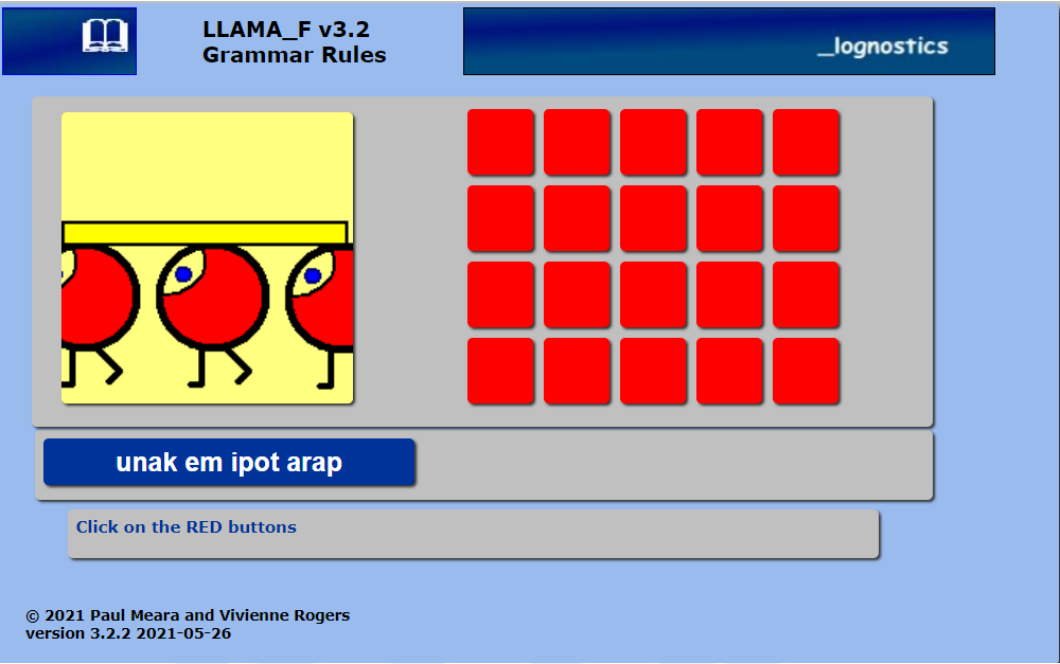
NEXT

FINISH

click the button that that spells the sound you heard, or click ????

© 2021 Paul Meara and Vivienne Rogers
version 3.2.1 2021-03-17

Appendix 3 (Continue):



Appendix 4: Screenshots from Online Overseas Activities-Zoom



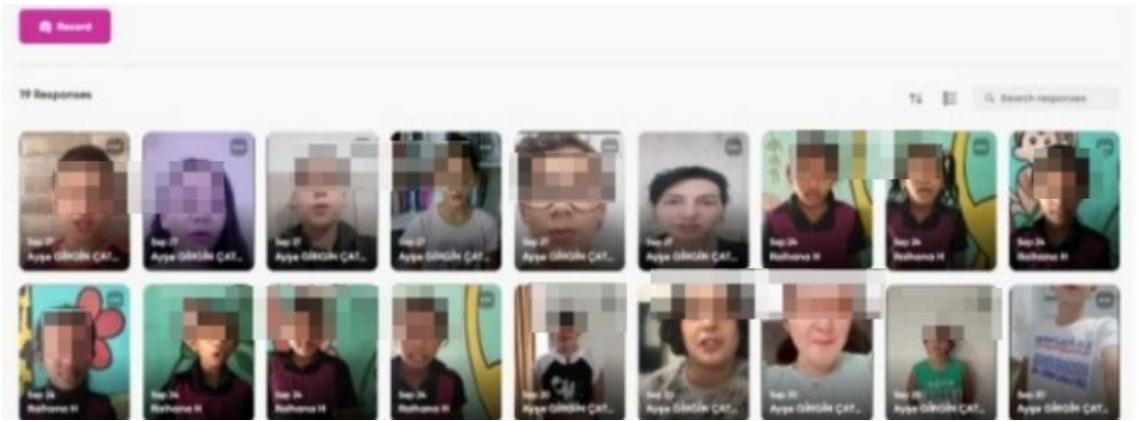
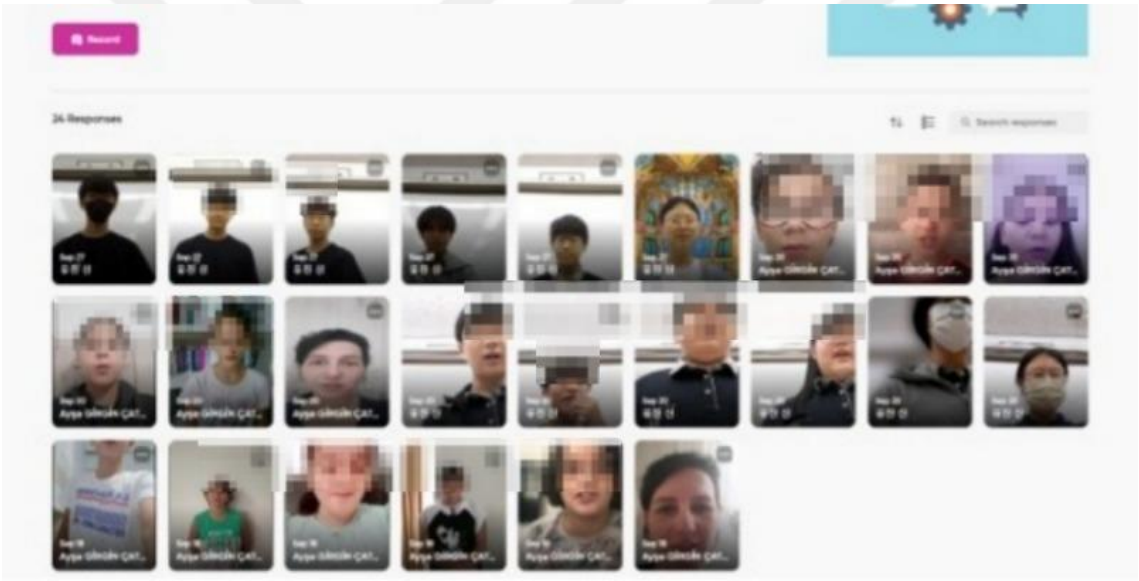
Appendix 4 (Continue):



Appendix 4 (Continue):



Appendix 4 (Continue): Flip



Appendix 4 (Continue): A sample from Kahoot

Japanese and Turkish language exchange (Japan and Türkiye)

2 plays · 40 players

A public kahoot



Questions (10)

1 - Quiz

Güle güle means



2 - Quiz

Nasılsın means



3 - Quiz

調子はどうですか(choshiwa dodesuka) means



4 - Quiz

こんにちは(konnichiwa) means



5 - Quiz

元気です(genkidesu) means



6 - Quiz

はじめまして(hajimemashite) means



7 - Quiz

さよなら(sayonara) means



8 - Quiz

Tanıştığıma memnun oldum means



9 - Quiz

Merhaba means



10 - Quiz

İyiyim means



CURRICULUM VITAE

She graduated from Namık Kemal High School in 2003. Then, she started English Language Teaching in Ondokuz Mayıs University in 2007. After she graduated from that department in 2012, she started working in 2013 as a teacher. She has been teaching English at MEB since then.

GİRGİN ÇATAN is married with two children, and she speaks English.

