Identity, Investment and Language Learning: The Case of Cameroonian students from Final International University, Northern Cyprus

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February, 2024

Girne, TRNC

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by

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A thesis submitted to the Institute of Graduate studies in partial fulfillment to the requirements for the Degree of Master of Arts

in

English Language Teaching

Final International University

February, 2024

Girne, TRNC

FINAL INTERNATIONAL UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

APPROVAL

Title: Identity, Investment and Language Learning: The Case of   Cameroonian students from Final International University, Northern Cyprus

We certify that we approve this thesis submitted in partial fulfillment of requirements for the degree of Master of Arts in English Language Teaching.

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ETHICAL DECLARATION

I, Tsofac Sharon Tasong , hereby, declare that I am the sole author of this thesis and
it is my original work. I declare that I have followed ethical standards in collecting
and analyzing the data and accurately reported the findings in this thesis. I have also
properly credited and cited all the sources included in this work.

Tasong Tsofac Sharon

ACKNOWLEDGMENTS

ABSTRACT

Despite the rapid increase of research studies on identity and investment in Second language learning, there seems to be inadequate research on investment and identity in Northern Cyprus. To fill this void, this study seeks to investigate the language learning experiences of seven female Cameroonian students at Final International university in Northern Cyprus, with a particular emphasis on their language learning identity, investment, and progress in EMI programs. Data was collected through face-to-face in-depth interviews and audio-recorded classroom observations of the participants in their respective classes. The results of the study revealed that the participants' geographical location had an important role in the creation of their new identities, as various changes occurred as a result of the novelty of the new setting. In addition, some participants invested in their language learning experiences as well as their future careers by engaging in language negotiation, expression, and development in their university. In addition, the participants engaged in language socialization outside of the classrooms, where they experienced language transformation, modification, awareness, and consciousness. Furthermore, some participants also faced some challenges in the new environment, participated in various teaching socialization experiences, created teacher identity and investment, and received professional development in the new setting. Given that the main constructs related to this study, identity and investment, are underrepresented among Cameroonian students and researchers, this study will raise awareness about the importance of these constructs in English language learning in Cameroon and other countries around the world. This study aims to shed more light on the idea that learning a language entails not only knowing the linguistics, grammar, and phonetic structures, but also understanding the function language can play in identity development.

Keywords: Identity, Investment, English as a medium of instruction, Second language learning, English Medium Instruction

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LIST OF ABBREVIATIONS

COFP	Community Of Practice Theory
EFL	English as a Foreign Languag
ELF	English as a Lingua Franca
EMI	English as a Medium of Instruction
ESL	English as a Second Language
FIU	Final International University
GCE	Government Common Entrance
L1	First language
L2	Second Language
SCT	Sociocultural Theory
SLA	Second Language Acquisition
ZPD	Zone Of Proximal Development

CHAPTER 1

This chapter being the preliminary chapter of this study will include a brief introduction of the research, the problem statement of the study, purpose of the study, significance of the study, and research questions and hypotheses. It will also address assumptions of the study, limitations of the study and definitions of key terminology.

1.1 Problem Statement

Within the last two decades, the Island of Northern Cyprus has hosted an increasing number of students from various countries. According to Yeniduzen.com (2022) international students in Northern Cyprus approached one hundred and ten thousand on August 14th 2022. Despite the rapid increase of African students on the island over the years, there seems to be not a very exact data on the number of African students and particularly Cameroonian students. My experience in the republic of Northern Cyprus has been a rollercoaster. I came to the country in 2013 as a bachelor student in the faculty of education in the department of English language teaching. As a young girl of just seventeen years old from a third world country starting a new life in a foreign country, I experienced challenges socializing and adapting with the target community, most especially because I was the only African student in my class. My classmates were either Turkish, Cypriot or Arabs. Because of how culturally diverse my classroom was, I had difficulties interacting and socializing with my classmates or even making friends and it had a negative effect on my first semester grades because I was always lonely, home sick and extremely unmotivated. I even considered going back to my home country but thankfully the school provided councilors who were of great assistance. Also, I thought my challenges would end only within the four walls of the university but surprisingly, I faced more difficulties outside of the school. The formal language in Northern Cyprus is Turkish although English plays a significant role in tertiary education, its use is usually very limited in other sectors, making it very difficult for international students to communicate their needs and wants especially in markets, pharmacies, hospitals and some social gatherings. However, as time passed, I developed interest in the community's culture and made conscious efforts to

socialize with other people. I made very good friends and learned Turkish progressively.

To my greatest surprise, as time went by, a shift occurred in my belief system. I had adapted to the way of life, made friends not only with people from my home country but international students and learned a lot about Turkish culture which was very intriguing and exciting because it is very different from Cameroonian culture. Additionally, my learning style and strategies started changing. Unlike the system of education in Northern Cyprus which is teacher and student centered with an incorporation of technology tools, the Cameroon system of education is more teacher centered with limited incorporation of technology. Before coming to this country, I had little or no knowledge in technology but within the course of my study, a lot has been learned and the most significant transformation will definitely be incorporating technology in all my classroom activities, assignments, projects and exams. To sum up, after I started my education on the island, it came to my realization that people speak English with different accents, some people speak pidgin while others speak creole and there was something known as (native English) which I had never heard of. This awareness caused a tremendous shift in my language production; my English became more standard and I made conscious efforts to change my accent to that of a native speaker in order to be understood by other nationalities.

There has always been a need to learn a common language that will permit people from different nationalities to communicate freely. Though mandarin (the official language spoken in china) is the language with the most native speakers in the world, (920 million), English language is the most spoken language worldwide especially when non-native speakers are taken into consideration. Speakers of English as a first, second and foreign language are said to have increased from 1.2 billion in 2003 to 1.5 billion in 2006 (Crystal, 2006). A language achieves the status of a genuine global language when its special role is recognized by every country (Crystal, 2003, p.3). Learning a second language is a rewarding yet complex process. There are a lot of factors to take into consideration when learning a second language. People learn second languages for various reasons such as boosting their academic achievements and progress, enhancing their professional career advantages and creating more job opportunities.

Apart from language being a communicative tool, it plays a vital role in identity formation. An individual's word choice, intonation and other linguistic elements can portray a speaker's identity to an extent. However, this study will focus on the investigation of a group of Cameroonian students' investment and identity in English medium instruction programs at Final International University in Northern Cyprus.

To the best of the researchers' knowledge, fewer studies have investigated language investment, identity and language learning in Northern Cyprus and even no studies have been conducted on Cameroonian students' language learning, investment and identity in the context of the study. Thus, this research gap prompted the researcher to become interested in the topic and conduct a study at the Final international university context.

This research investigates the language learning experiences of Cameroonian students in the context of Northern Cyprus by focusing specifically on their identity, investment and language development, if any, in English medium instruction (EMI, hereafter) programs. Identity and language learning work simultaneously. Identities can be visible in language learning through writing, speaking and in specific and situational situations like ethnic origin, gender or age. Norton (1995) introduced two main constructs of investment and identity in second language learning. Some might assume that investment and motivation are complementary concepts but however, Norton believes that they are individual constructs and adds that a learner might be highly motivated in learning a language but has little or no investment in the language practices happening in the classroom. Additionally, the learners' understanding of good language teaching might not be in synchronization with that of the teacher thus affecting their investment. In the same light, Darvin and Norton (2018) define investment as the commitment a learner makes to the goals, practices and identities that constitute the learning process that are continuously negotiated in different social relationships and structures of power. Furthermore, Norton (2000) also defines identity as " how a person understands his or her relationship to the world and how that relationship is constructed across time and space, and how a person understands possibilities for the future" (p. 45). Considering the fact that learning a foreign language entails a lot of effort especially for international students, this study intends

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to investigate the language learning experiences of Cameroonian students in the context of Northern Cyprus by focusing specifically on their identity, investment and language development, if any, in English medium instruction (EMI, hereafter) programs in the Final International University.

1.2 Purpose of the Study

This research aims to investigate the language learning experiences of seven Cameroonian students in the context of Northern Cyprus by focusing specifically on their language learning identity, investment and development, if any, in EMI programs. Precisely, this thesis focuses on how informant identities, individual backgrounds and societal assumptions have shaped their investment for English language learning and how language learning has affected their linguistic repertoire and in the way they perceive themselves.

The study also aims to raise awareness over such constructs as investment and identity in an international environment because these constructs seem to be less represented in Northern Cyprus and even in Cameroon. Further, this study intends to shed some light on how Cameroonian students acculturate and socialize into the norms, values, traditions, habits of the host country by particularly focusing on changes in terms of their language identity and investment in English.

1.3 Significance of the Study

As discussed earlier, the construct of language investment and identity in EMI settings in northern Cyprus seems to be less represented. These constructs also appear to be under-represented when it comes to students on the island. In this spirit, this study intends to shed some light on the importance of investment and identity in an international environment. As a Cameroonian, I hope this study can raise the awareness of the Cameroonians students studying in Northern Cyprus and in Cameroon over the significance of these issues. The results from this study will encourage more educators, especially Cameroonian educators, to consider investment and identity as important aspects of foreign language learning, not only knowing the definition of the constructs but also carrying out different studies which will help

future researchers who are interested in writing on this topic. Also, the results from this study will shed more light on the identity of second language students in an EMI context.

1.4 Research Questions and Hypothesis

This study intends to find answers to the following research questions:

1. How do Cameroonian students in an EMI context perceive themselves while interacting in English with other international students?

2. How do Cameroonian students negotiate their identities while interacting in an English as a Medium of Instruction (EMI) setting, and how do these identities influence their level of investment in learning English and their decision to continue their studies?

3. How invested are Cameroonian students in learning a second language in the context of Final International University (FIU), and to what extent does their level of investment impact their learning outcomes?

4. How do the identities and investments of students evolve during their stay in the study context?

5. To what degree do students view learning English as a valuable investment in their future? The study hypothesizes that Cameroonian students who migrate to Northern Cyprus experience different sojourns, hence developing different identities and investment while studying in an English-medium program university.

1.5 Definition of Key Terminology

1.5.1 English as a Medium of Instruction (EMI)

In recent years, many Francophone countries and families have begun sending their children to Anglophone countries and schools.The concept of EMI has gained more grounds in secondary schools and universities. To date, many researchers have attempted to come up with the definition of EMI (English as a medium of instruction).

English medium instruction (EMI) is a construct that has historically been used to describe educational practices in which academic courses are taught in a non-majority language—typically a student's minority, second, or foreign language.

According to Ducker (2018), EMI is defined as the usage of English language to tutor academic subjects rather than English in non-English countries (countries whose first language is not English).

Content delivery, whole-class interaction, learning materials, and assessment of learning outcomes are all done in English in EMI classes. Teachers are permitted to use the learners first language but not on a regular basis. Deaden and Spain (2021) suggests that students should be asked to present their discussion questions in English and lecturers should in turn ensure that at least 70% of class communication takes place in English.

1.5.2 English as a Lingua Franca

Seidlhofer (2005) (p.339) defines English as a lingua Franca as "communication in English between speakers with different first languages". It is also considered as the common language used by individuals who come from different lingua-cultural backgrounds. ELF is considered to be an important concept in language learning in recent times because English is estimated to be spoken by 25% of the world's population (Crystal, 2006). Considering the fact that ELF is used by speakers from different cultural backgrounds, there are key elements to take into consideration inorder to communicate effectively.

1.5.3 Investment

In a bid to critically envision the relationship between the language learner and the social norm, Norton (1995) suggested that a learner has multiple identities which are liable to change as he or she goes through different life experiences. In the same vein, Norton (2000) also points out that learners are continually organizing and reorganizing a sense of who they are and how they relate to the world socially. This strong view of identity brought into existence a neighboring concept investment. As

opposed to motivation which is frequently used by many researchers, investment reflects the complicated relationship language learners have with the target language and their ambivalent desire to speak the language Norton (1995). In such a relationship, the language learner is seen as a multifaceted being with a complicated social history and equally complex future plans. As a learner interacts more with the social world, his or her investment tends to become fragile and becomes subject to change.

Pennycook (1989) added that power relations influence the ways in which language learners and members of target language communities collaborate with one another. A learner's investment can be hindered by external forces with the absence of guidance and support. Classroom teachers have a very vital role to play in a learner's investment. An instructor has a unique position of interacting with learners to create an environment full of empowered identities. This interactional activity can help learners achieve a return on their investment. Engaging investment is an inevitable condition for second language acquisition because investment encompasses the affective factors (e.g. motivation, anxiety and self confidence).

Bourdieu (1991) in his view of investment adds that learners must be considered legitimate speakers by people in the real world with whom they have the yearning to interact with. Learners often anticipate becoming part of one or several discourse communities. Thus, when learners invest in a second language, they do so with the comprehension that they will achieve a broad range of material and symbolic resources which in return could upgrade their cultural value (Bourdieu, 1991).

1.5.4 Identity

It is fundamental to provide an understanding of what the term identity is in order to examine how it is related to language learning. Defining a term that is used time and again in everyday conversation for research purposes can be challenging. Approaches to identity in (SLA) research have had a substantial change over the past decades, reflecting different paradigm shifts in the field. It is important to understand why such paradigm shifts happened in order to conceptualize current thinking about identity and language learning. Before the social shift in SLA (Block, 2003), identity

was viewed as a more fixed and stable construct, however, in recent years identity has come to be viewed as more a dynamic and socioculturally constructed phenomenon. In this regard, Norton (1995) uses the term identity to reference how a person understands his or her relationship to the world.

Also, early work in SLA was shaped by the theories of social identity developed by Tajfel (1981). Tajfel had an understanding that identity is constructed from an individual's membership in a social group or groups. If a learner's emotional needs were not attended to by their identification with a particular group, that person could change their group affiliations although that might not always be possible.

In second language classrooms, it seems that little or no attention is given to student's individual identities. It is important for teachers to try as much as possible to know their student's various identities. Spackman (2009) educates us that it is vital to acquire the culture of the second language when acquiring a second language. It is important for us to know that students are a representation of the culture of their first language and they also carry the identity of their first languages; so in order to learn the second language successfully, they must feel accepted and embraced by their community that they live in. Drawing inspiration from the definitions given by the different researchers in the paragraphs above, identity is constructed over time and in different circumstances and this study will investigate how Final international university students constructed and enacted their identities over their stay in Northern Cyprus.

1.5.5 Imagined Community

In our daily lives, we often interact with people from all walks of life. These people could be in your neighborhood, workplaces, religious associations and more. These interactions can either happen face to face or in imaginations. Imagined communities can be used in different contexts but for the purpose of this thesis, we would focus on the relationships imagined communities have with imagined identities. Imagined communities refer to groups of people , with whom we form a connection via the power of imagination. Anderson (1991), who first came up with the term, argues that what we think of as nations are imagined communities, "because the members of even the smallest nation will never know most of their fellow-members,

meet them, or even hear of them, yet in the minds of each lives the image of their communion" (p. 6).Thus, in imagining ourselves forming a bond with our fellow compatriots across space and time, we can feel a sense of community with people we have not had an opportunity of meeting yet, but perhaps hope to meet one day. For example, when a young Japanese man studying fashion design in Tokyo starts to learn English, he may envision himself as one of the most successful fashion designers in New York. In his imagination, he is a recognized member of an international fashion community, and English is seen as one of the important means of gaining this future affiliation.

CHAPTER 2

Chapter one introduced the study which consisted of the focus of the study, problem statement, significance of the study, research questions and hypothesis and definitions of key terms. In this chapter, we will focus on the social turn in second language studies, in-depth definition of key terms and literature review by exploring studies conducted on language, identity and investment as well as the Cameroon education system.

2.1 Social Turn in Second Language Studies

Since the establishment of Second Language Acquisition (SLA) as an independent field of study in 1960 and 1970s, researchers and linguists such as Stephen Krashen, Noam Chomsky, and many others have played significant roles in shaping the theoretical foundations of SLA. This field of study gained momentum as researchers started to investigate various factors that influence second language learning, such as age, input, cognitive processes, and social interactions. SLA continues to evolve, encompassing interdisciplinary perspectives from linguistics, psychology, education, and sociolinguistics to provide insights into the processes and challenges of acquiring a second language. These educators have also incorporated various theoretical foundations from general education into SLA. Behaviorists believe that language learning occurs through processes of stimuli and responses in which language learning is fostered in the process of habit formation and reinforcement. The behaviorist approach does not believe in introspective learning. The fall of behaviorism led to the rise of cognitivism which has been a dominant construct in the study of Second language acquisition. Researchers in this field believe that learning a second language is a cognitive process. Cognitivism is a psychological framework that arose as a result of the demise of behaviorism in the 1950s. According to Piaget (1973), children from birth to 18 months in their sensorimotor stage, have an abstract knowledge about the world in which they live and make sense of what is happening around them by seeing objects and observing how these objects function in relation to one another. Although cognitivism still thrives in SLA research, there has been a

gradual shift to the sociocultural perspective. Smith et al. (1991) being metaphorical, added that the cake of SLA is cognitive, while its icing is social.

In the sociocultural perspective, researchers' focal point on language is mainly on social interactions and dialogues. The Vygotskian sociocultural theory (SCT) first became prominent in the mid 1980s but gained more prominence in the mid 1990s through Lantolf's (1994) modern language journal. Just like cognitivism, the SCT centers on the development of both human cognitive and higher mental functions. The difference between this theory and cognitivism is that, cognitivism mainly focuses on learning the language as a mental process but socioculturalism believes that human cognitive development and mental strength stems from social interactions by indulging in social activities. The main components in this theory are meditation, regulation, internalization, the zone of proximal development, verbal thought and activity theory. The SCT influenced the development of the construct of Identity in SLA. An in-depth definition of this construct will be provided in the subsequent paragraphs.

SLA has become stronger and better after the social turn (Block, 2003) in two ways. First, SLA has gained exclusive insights with socially oriented theoretical alternatives that the existing cognitive theories could not help us unpack prior to the social turn. Secondly, the epistemological diversity we find in SLA—both across and within social, sociocognitive, and cognitive theories alike—fosters multiple and improved understandings of SLA. Before the social turn, cognitivism focused more on psychological constructs but after the social turn, it centered on socially oriented constructs. Traditional psychological theories inferred knowledge as knowledge that is an individual process and occurs in the mind and is attained through environmental stimuli. On the contrary, recent SLA theories view learning as a process that is only completely accomplished through social interaction. In addition, before the social turn, several scholars believed that L2 learning was synonymous to L1 learning in that individuals could learn or acquire language through their innate abilities but after the social turn, researchers like Kasper and Wenger (2006) realized that second language can only be successfully acquired through social and cultural interaction hence the prevalence of the socio-cultural theory. After the social turn, Norton and Mckinney (2008) realized that learning a new language is more than just learning grammatical

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structures but is more about power and social transformation. Thereafter, power in language learning has become a very prominent topic in the contribution of identity theory which will be discussed later.

2.2 Identity

SLA researchers interested in identity work have not only focused on the linguistic input and output of the language but also the liaison between the language learner and the social world at large. Tajfel (1974) was one of the early researchers who defined identity with respect to social dimension. The scholar viewed identity as "that part of an individual's self concept which derives knowledge of his members of a social group together with the emotional significance attached to that membership" (p.69). He adds that each individual desires to maintain a positive self-image and when comparing themselves with others, they choose to align with groups that satisfy this need.

Later, Norton (1995) took a great interest in identity as a social phenomenon by defining identity as 'the relationship a person has with his or herself and the world, and how the relationship is constructed across time and space and how the person understands possibilities for the future'(p.5). According to this viewpoint, every time learners talk, they are negotiating and renegotiating their sense of self in relation to the larger social world, and restructuring that relationship in numerous dimensions of their lives. Using poststructuralist theory, Norton argues that three aspects of identity are especially pertinent to SLA: identity's complexity, non-unitary nature; identity as a site of struggle; and identity as evolving over time. Identity as multiple is a particularly strong notion because it allows learners who struggle to talk from a single identity position to reframe their relationship with their interlocutors and reclaim additional, more powerful identities from which to speak.

In most of her research on the said construct, she often worked in collaboration with other prominent researchers in the field like McKinney in theır study they conducted in (2008) . In the same light, Erdmann (2015) defines identity as the sense of

belonging, and hence also to a sense of not belonging. It becomes a question of what or whom one associates with as much as what one does not associate with or intentionally removes oneself from. Belonging to a social formation necessitates some sort of boundary and membership terms, and so becomes a subject of both inclusion and exclusion. Additionally, Danielewics (2001) adds that "identity refers to the understanding of who we are and who we think other people are" (p. 10). In the same light, Weedon (1997) also defines it as "the conscious and unconscious thoughts and emotions of the individual, her sense of herself and her ways of understanding her relation to the world" (P.22). Also, Hall (1990) in his study emphasized on the fact that instead of viewing identity as a completed reality, which new cultural practices signify, we can consider identity as a 'production' that is never finished, always in progress, and always formed within, not outside representation.

Drawing on the theory of Community of Practice (which will be explained in the later section), Wenger (1998) stated that learning is an identity experience in which we change who we are and what we can do. He also reiterates that individuals are often defined by their experiences through communication and how other people view them. However, in the process of engaging in other communities, learners become active especially in social communities constructing different identities. As such, learners experience changes in their social relations with other members of these communities and construct identities accordingly. Additionally, Wu (2011) describes identity as the way we view and perceive ourselves and how others view us especially in the social context. Identity is thereby constructed when individuals engage with each other especially in social practices. Ige (2010) puts it as a clear reflection of the varied ways individuals understand themselves in relation to others.

In some cases, identity can be considered as ideology; however, identity is not merely ideology but rather ideology leads to identity (Adams, 1985). Thus, our identity is constructed by our interactions with other members and elements of a society. These elements include family, school, the media, the government, religion and culture. These elements enable us to socialize with people from all walks of life and give us our value systems. When we are born into a family, we spend most of our lives with them which have a tremendous influence in our lives. This is why some children grow

up and have the desire to become teachers, doctors or entrepreneurs just like their parents. This is the same influence schools, the media, governments and cultures have on identity construction. We are all shaped by our diverse experiences in school because the people we interact with are from different backgrounds, have different belief systems and values which play a vital role in our construction of identity. Additionally, the social and the traditional media also play a vital role in shaping our identities because they inform us, help us interpret events, influence the way we think and also how we do things. Likewise, the government also influences our identity construction because they provide laws, policies, ideologies and philosophies that govern how we live. Religion shapes and tells us how to live our lives while culture exposes us to different values which shape our identities.

Identity can be perceived or influenced by a number of factors. Some of these factors will be analyzed below: An individual's identity can be shaped by his or her agency. Agency relates to the peoples' socially constructed capacity to act (Baker & Fang, 2022). Individuals' agency consists of what they can do and what they choose to do. This decision is influenced by the particular society's social structures, laws, and customs.

Identity can also be regarded as a narrative. Narratives are stories people tell themselves and others about who they are, as well as who they want to be or feel they should be (Yuval & Davis, 2010). Narratives are stories people tell repeatedly hence making identity a continuous process that can change over time and space. In the narrative view of identities, researchers have refrained from viewing identity as fixed and static but rather as dynamic, constantly changing and dependent according to context (Norton, 2000). These narratives emerge either through face to face, phone, text and various online interactions.

However, it should be noted that identity construction is not limited to students only. Teachers are also expected to construct identity inorder to improve their teaching experiences and that of the students. It is important that teachers perceive themselves as language learners , adopt a language learner identity and have the consciousness that learning is a continuous process where you learn, unlearn and relearn. Norton

(2013) recognizes that a language learner's identity is influenced by social structures as well as human actions, which vary depending on the situation and time. In order to create more powerful identities to teach, language instructors must navigate power dynamics in the classroom and reassess their relationships with others.

Moreover, The social and cultural construction of identity cannot be thoroughly emphasized without language socialization. Language socialization explores how individuals master to take part in the speech events and activities of everyday life. According to language socialization theory, as learners learn a language and the capacity to engage in new discourse communities by using language appropriately, they achieve cultural knowledge about ideologies, identities or subjectivities, affective orientations, linguistic and nonlinguistic content (history, mathematics) and practices valued by the local community (Ochs, 1986). In this regard, Duff (1995) defines language socialization as 'the lifelong process by which individuals – typically novices are inducted into specific domains of knowledge, beliefs, affect, roles, identities, and social representations, which they access and construct through language practices and social interaction . . .” (p. 508). However, identity construction becomes more complex when second language socialization includes people from diverse cultures who already have prior linguistic, discursive and cultural repertoires as well as values from their previous communities. In the social construction of identity, people's identities are constantly co-constructed by other members of the community and through social interactions. An individual can be associated with many social identity groups and each of these groups is socially and culturally shaped and co-constructed by using the language to produce, interpret and share meaning.

2.2.1 Identity and Power Relations

Poststructuralists were the only researchers interested in the politics of language. In this regard, French psychologist Pierre Boureau (1991) argued that legitimate and illegitimate speakers were differentiated by their varied rights in speech. He also considered language to be a social and political capital in the sense that value was only ascribed to an utterance or speech if the person was held in high regard in the society. People or groups were only valued in respects to the kind of circumstances or

context that was at stake. These power struggles and differences influence the construction of identity. That is, if you are in a group with people with a high social status, you will definitely feel inferior and will not function to the best of your ability, thereby inhabiting an inferior personality or vice versa. An explicit and exemplary illustration will be that of Martina in Norton (2009) research study. She was an Eastern European English learner who migrated to Canada with her entire family for a better life. Being a quantity surveyor, she found it difficult getting a job and finally got employed in a fast food restaurant. It was a struggle communicating with her coworkers because she was dehumanized. To stop these dehumanizing practices, she stopped identifying herself as a domestic staff and identified herself as a mother and an immigrant instead of a broom. These changes granted her access to have easier communication with her coworkers and her employers family members. Additionally, Foucault (2007) observed that power is usually invisible because it normalizes behaviors and events in ways that make them appear "normal" to members of the community. Foucault is constantly skeptical of popular concepts and modes of thought. Man, gender, class, race, ethnicity, nation, identity, awareness, liberation, language, or power must be viewed as contingent, changeable, and formed in the particular, rather than having some prior ontological status.

2.2.2 Identity as Membership

In general terms, identity focuses on the sense of belonging and not belonging which leads to the concept of membership. Belonging to a social formation calls for some sort of boundaries and terms of membership and hence becomes a subject of both inclusion and exclusion (Erdmann, 2015; Yuval-Davis, 2010) . In social groups, some people are considered insiders while others are also considered outsiders. It should be noted that an individual's claim to membership of a social grouping can be accepted or contested by others, both within and outside the target membership group. Gee (1996) emphasizes that an 'insider' in any organization must get things 'correct'—say the right thing while being the right person and doing the right thing.

2.3 Investment

The concept of identity that "learners are constantly organizing and reorganizing a sense of who they are and how they relate to the social world" (Norton, 2000, p. 11) led to the creation of the concept of investment. Researchers such as Spolsky (1989) and Spada (1999) supported the fact that incorporating investment in second language acquisition is a great idea because it illustrates affective factors such as anxiety, motivation and self confidence. Norton (1995) defines investment as the complicated relationship that language learners have with the target language and their desire to speak the language. In such a relationship, the learner is often considered as an intricate being with a rather complex history. In the same vein, Norton (1995) also adds that investment deals with the commitment to the goals and practices and identities that constitute the learning process and that are continually negotiated in different relations of power.

Further, drawing on critical pedagogy, Pennycook (1989) sheds more light on the fact that power relations shape the ways in which language members and members of the target language communities interact with one another. If learners believe that the language-learning situation within a classroom is not going to enable them to achieve a return on their investment, then they might resist by dropping out. A language learner's investment can be hindered by external forces without appropriate guidance and support. Language teachers have the power to interact with their students, help them build powerful identities which can have a great impact on the students' investment. Both teachers and learners have a very vital role to play in the learners' investment. However, this does not mean that the responsibility is solely on the teacher but the teacher can create a safe space for students to feel comfortable. The concept of investment is sometimes used synonymously with motivation; however, a language learner might be highly motivated but yet have little or no investment in classroom or community language practices which may be racist, sexist, elitist, anti-immigrant or homophobic (Toohey, 2011).

Investment is best understood through the economic metaphors that Bourdieu employs in his work, particularly the concept of "cultural capital." Boudieu and Passeron (1997)

define the phrase cultural capital to refer to the knowledge, credentials, and ways of thinking that distinguish distinct classes and groups in regard to specific sets of social forms. They contend that cultural capital is located, in the sense that its exchange value varies across social sectors. Learners "invest" in a second language with the expectation of acquiring a broader range of symbolic and material resources, which will improve the worth of their cultural capital. As the worth of their cultural capital rises, so do learners' perceptions of themselves and their goals for the future. As a result, investment and identity are inextricably linked.

In a bid to address the difference between investment and motivation, investment emerged at a period when immigration and rapid globalization raised worries about unfairness and marginalization, particularly in multicultural countries. In such cases, immigrants were compelled to learn the official language of the host community in order to secure excellent professions, get a good education, and be accepted or incorporated into society. During this period, Gardner (1989) and Lambert's (1972) concept of motivation was evolving from its social psychological phase which was integrative and instrumental. In The Same vein, Dornyei (2005) drew on cognitive theories in educational psychology to understand how motivation might be initiated. While motivation is a psychological construct whose focal point is on conscious and unconscious factors, investment is more sociological and how real life experiences and social practices shape language learning. To delve further into the distinction of both constructs, Consider Duff's (2002) recent classroom-based study in a bilingual secondary school in Canada that comprised native English speakers and English language learners. Duff discovered that the teacher's attempts to encourage respect for cultural diversity in the classroom had mixed results, based on macro- and micro-level communication situations in one content course. In essence, the English language learners in the class were frightened of being criticized because of their weak knowledge of English. As Duff noted, "Silence protected them from humiliation" (p. 312). This silence, however, was perceived by the native English speakers as representing "a lack of initiative, agency, or desire to improve one's English or to offer interesting material for the sake of the class" (p. 312). However, it is clear from the classroom data that the English language learners in the class were not unmotivated; rather, it could be argued that they were not invested in their classroom's language

practices, where there were unequal power relations between the English language learners and native speakers, with differential cultural capital.

Notably, this concept of investment is not synonymous with instrumental motivation. The concept of instrumental motivation frequently assumes a unitary, fixed, and ahistorical language learner who wishes access to material resources that target language speakers have access to. The idea is that as language learners communicate, they are continually structuring and reconstructing a sense of who they are and how they relate to the social world. Thus, investing in the target language is also investing in the learner's own identity, which is always evolving across time and space.

2.4 Language as a Cultural Capital

Bourdieu pioneered the concept of cultural capital, and his understanding of language as a cultural capital (1991) reveals the underlying processes of social existence. Bourdieu expanded Carl Marx's concept of capital beyond its economic context and into the more symbolic domain of culture. He defined cultural capital as knowledge, skills, and other cultural acquisitions demonstrated by educational or technical degrees. Language is a cultural capital when one acknowledges the power of language in the sense that his or her language is regarded as powerful or weak and a resource for success in life. The global spread of English is also due to the fact that it empowers its speakers and provides them with intangible benefits (Abbas, Aslam & Yasmeen, 2011). Also, Bourdieu (1997) added that cultural capital consists of acquaintance with a society's dominant culture, particularly the ability to understand and use educated language. He contends that while the possession of cultural capital varies by socioeconomic class, the educational system presupposes it. This makes it extremely difficult for lower-income students to excel in school. According to Bourdieu, the educational system implies the presence of cultural capital, which only a minority of students actually possess, resulting in significant inefficiency in "pedagogic transmission." This is because students simply do not comprehend what their lecturers are attempting to convey. According to Bourdieu, this is most evident in universities, where students, fearful of disclosing the level of their incompetence, "minimize the risks by casting a smoke-screen of ambiguity over the possibility of

truth or error." Despite the fact that lower-class students face significant disadvantages in the quest for educational qualifications, the outcomes of this competition are viewed as meritocratic and hence acceptable. Furthermore, Bourdieu contends that educational certificates held by people in dominating positions legitimize social inequities. In summary, Bourdieu believes that cultural capital is instilled in the higher-class home, allowing the higher-class student to obtain greater educational credentials than the lower-class student. This allows upper-class people to keep their class positions and legitimizes the dominant positions that they generally hold. It goes without saying that some members of the lower classes will excel in school; however, this will not undermine the system; on the contrary, it will make it seem even more meritocratic.

Similarly, Devine (2009) stated that recognition is the most important factor in mobilizing cultural capital. Those with "recognized" cultural capital are perceived as knowledgeable and confident in their ability to generate long-term benefit from their investment in education. She went on to argue that the ability to recognize and be recognized is integral to power distribution, with significant differences across social groups in both the volume of capital that agents hold and the relative weighting of different types of capital (social, cultural, or economic) in each field.

English language has become one of the most used languages worldwide and this global spread has empowered speakers and users of the language in positive ways and have also opened up doors for them in all domains of life.The official language in Northern Cyprus is Turkish but in recent years, due to the influx of international students and businessmen, most families have resorted to sending their children to English secondary schools and universities. The need for English as a social capital and as a means of communication and survival on the island is felt more than ever before. This need is not only felt in the business sectors but also and more importantly in the education sector which is the main source of revenue for the island as the number of students is estimated to surpass 110,000 right now, of whom more than 60 percent are international (Yeniduzen, 2020).

2.5 English Medium Instruction

The English language has grown to be one of the most important languages in the world. Millions of individuals speak English in various domains. As a result, non-English speaking countries have begun to use English as a medium of teaching in academic institutions. EMI is mostly affiliated with content and language integrated learning, content based teaching and bilingual education in English speaking contexts. Dearden (2014) defines EMI as the use of English to teach academic subjects in educational institutions in countries where English is not considered their official language. In addition, Sah (2020) defines it as an instructional model of teaching non-English academic subjects through the medium of English in educational settings where English is not the mother tongue of most of the students, which aims to facilitate the learning of content knowledge. EMI has gained more ground in recent years because as Coleman (2011) mentioned, English plays an important role in increasing international mobility and employment opportunities.

2.6 Theoritical framework

2.6.1 Community of Practice Theory

The term community of practice was first introduced by Lave and Wenger (1991) and Eckert and Mcconnell-Ginet (1992). These researchers defined the term as an aggregate of people who come together in a mutual agreement in an endeavor to do similar things. According to this definition, a CofP is a dynamic, rich, and complicated idea. It highlights the concept of "practice" as being key to understanding why the concept offers something new to researchers than the standard term "community" - or, in the context of sociolinguistic research, more than notions such as "speech community" and "social network."

Wenger (1991) adds that learning is an unavoidable aspect of human life and a fundamentally social process. People pick up new customs from these diverse communities when they join a new workplace, family, or reading club. The term "community of practice" refers to the actions, practices, or types of activities that these individuals engage in which help them feel a part of a group. Common practices are

necessary in communities of practice, and group and personal identities actively shape membership, which is actively produced. A common social or instrumental objective is also present in communities of practice, and boundaries are upheld although not always clearly defined in contrast to situations in which groups do not exist.

Wenger (1998) (p.73) also maintains that "a community of practice exists when people are engaged in actions whose meanings are negotiated with one another". It is important to note that not every social interaction carried out by a group of people is considered to be a community of practice. A communication process between an individual and a neighbor is not considered a community of practice because they are not joined in a meaning-making procedure and their communication has no definable outcome. However, the case is different when colleagues or school mates communicate. Conversations between colleagues have a common goal and there is a real and defined outcome which is of course on a professional basis that will go a long way to benefit the organization. Also, The CofP is one method of focusing on what members do: the practices or activities that show that they belong to the organization, as well as the extent to which they belong. Many components of behavior are often included in the practice or activities, including global or specialized features of language structure, discourse, and interaction patterns. This technique has the obvious advantage of providing the sociolinguist with a framework of definitions to investigate the relationship between joining a CofP and taking control of the discourse that is appropriate for it. The CofP also has clear appeals for social psychologists since it emphasizes a process where apprentices absorb attitudes toward situations and interlocutors and learn how to adjust their language and other behaviors, in order to feed perceptions of self and others.

2.6.2 Sociocultural Theory

Sociocultural theory is mostly associated with the Russian psychologist Lev S. Vygotsky who started his work after the Russian revolution in 1917. This theory spells out how the individual mind functions in association with cultural, institutional and historical context. Similarly, the principal concept of this theory is that the human mind is mediated and human development and learning is a socially mediated process.

In the same light, he adds that our cognitive structures and processes can be traced with our interactions with others.

Vygotsky (1911) adds that learning occurs on two levels which are the social level and the individual level. The social level focuses on the interaction individuals have with the community while in the individual level, learning occurs in the child's mind which is the interpsychological and intrapsychological learning. Additionally, the Zone of Proximal development which is one of the most important components in Vygotsky's work is defined as the space between what the learner is able to do without assistance and what the learner can do with assistance from a more skillful person. The ZPD can be divided into three stages: what learners can do with guidance, what they can do without guidance and what they can do independently.

According to a sociocultural perspective, identity is dynamic and ever-changing in both space and time. In fact, a common topic in a lot of the studies on language learning and identity is that of transition. Studies on identity and language acquisition have reported individuals experiencing notable life transitions (Kanno, 2003) and the complicated, conflicting, and multifaceted, nature of identity. In this regard, Toohey (2000, p.16) notes, "My research takes a different perspective on learners and learning. I reviewed feminist, cultural and poststructural theorists' positions on identity as socially constructed, contradictory, dynamic and entailing power." Also, Most researchers note that identity is constructed by language. Pavlenko (2004, p.54) argues that language is a "locus of social organization and power, and as a form of symbolic capital as well as a site of struggle where subjectivity and individual consciousness are produced." Finally, several researchers often link identity theory with classroom activities. Canagarajah (1999, p.186) maintains that:

> ……learners should be encouraged to become reflexive about their classroom relations since knowledge is socially constructed. Eventually, learners must be encouraged to become reflexive about themselves, - ie how their values, community membership, historical background, and subject positions motivate them to negotiate language and knowledge in particular ways. Learners should be encouraged to become reflexive about their classroom relations since knowledge

is socially constructed. Eventually, learners must be encouraged to become reflexive about themselves, - ie how their values, community membership, historical background, and subject positions motivate them to negotiate language and knowledge in particular ways.

2.6.3 Second Language Socialization Theory

Language socialization theory states that language and culture are learned simultaneously. This implies that learners acquire linguistic knowledge such as grammar and vocabulary and sociocultural knowledge such as cultural norms and traditions. Duff (2007) defined socialization as the process by which novices or new-comers in a community or culture gain communicative competence, member-ship, and legitimacy in the group. It is a process that is mediated by language and whose goal is the mastery of lin-guistic conventions, pragmatics, the adoption of appropriate identities, stances (e.g., epistemic or empathetic) or ideologies, and other behaviors associated with the target group and its normative practice. (p. 310).

In comparison to L1 language socialization, L2 is considered to be more complicated because in L2, the learners already have previous knowledge of their linguistic and cultural traditions from L1 (Duff, 2007). Taking into consideration that language socialization entails new members gaining communicative competence in a new context, learners join new communities and these communities may comprise families, religious gatherings, school settings, friends, etc. Language socialization theory cautions against viewing language solely as an intrapsychological cognitive representation and development. LS contends that information, especially language knowledge, is not simply communicated but also used, gained, and formed through real interaction activities in specific historical, political, and sociocultural contexts.

In contrast to first language socialization, which typically occurs in a supportive context, second language socialization frequently occurs in a considerably less favorable environment. Second language learners, who have been socialized to draw on their home and community linguistic and sociocultural repertoires, will inevitably face cross-cultural communication difficulties to varying degrees when they enter host

cultural environments where communicative interactions are governed by the target cultural norms.

2.6.4 Identity Theory

Apart from identity being considered as how people understand their relationship with the world, there are some theories that have been put in place by some prominent researchers to back up the concept of identity in Second language learning. According to West's (1992) theory, identity is linked to desires for recognition, affiliation, and security. These wants, according to West, are inextricably linked to the allocation of material resources in society. Access to resources in a society leads to power and privilege, shaping one's perspective on the world and future prospects. The question "Who am I?" cannot be comprehended without the question "What can I do?". West argues that access to material resources shapes how people express their aspirations. This viewpoint suggests that a person's identity evolves in response to changing social and economic circumstances. Because Bourdieu (1997) focuses on the connection between identity and symbolic power, his work is a valuable addition to West's. According to Bourdieu, the value of speech cannot be understood without considering the speaker and their larger social networks, which may be unequally constituted. According to him, linguists take for granted the prerequisites for the development of communication, namely that those who talk believe that those who listen are worthy of being heard and that those who listen believe that those who speak are worthy of being heard because The right to speak has a significant impact on a language learner's identity. However, Weedon (2004), in contrast to Bourdieu and West, has worked within a feminist poststructuralist tradition. Weedon's theory of subjectivity integrates language, individual experience, and social power, contrasting with West's concentration on identification and material relations of power and Bourdieu's focus on identity and symbolic power. This theory prioritizes individual agency above Bourdieu's theory and emphasizes the role of language in shaping the interaction between individuals and society, unlike West's theory.

2.7 Review of Previous Studies

A wide range of researchers worldwide have conducted numerous studies on investment and identity in language learning. Some of the most relevant studies will be reviewed in this section. To begin with, Anwarudin (2012) in her article titled " learner identity in second language education", conducted a small range study in Bangladesh. The study aimed at investigating the construct of identity and found identity as essential in comprehending the complicated dynamics of learning and tutoring a second language. In the study, a qualitative approach of data collection was used through narrative enquiries, open-ended questionnaires and observations. The researcher designed a unit for eighteen participants to write autobiographies and post on facebook. These writings were aimed to improve the participants' critical thinking skills and were to be written in three sections mainly laying emphasis on their individual experiences as members of their respective families, community and school. They were also asked to read and comment on other students' writings on facebook. The researcher later observed the behavioral patterns of the participants in a classroom setting where behaviors occurred naturally. Through these observations, the researcher could decipher how these students constructed and changed their identities. The study had three main findings: most students constructed their identities as English users, they also considered themselves lucky to have the opportunity to learn English and lastly, the study also showed that their geographical location was crucial to the construction of their identities. In the same light, Hajar (2017) in her article titled on identity, investment and language learning strategies focused on analyzing the developmental procedure of two post graduate Arab students' use of strategy and L2 identity while studying at a university in the UK by taking their previous learning experiences into consideration. Semi-structured interviews were the core source of data collection. The results of this study were divided into three main topics: teachers practice, family members and others. In the teacher's practice perspective, both participants had different experiences. In one of the their participant's case, Kareem instructors in Syria favored students who were good in grammar and their teaching methods encouraged a static rather than a growth mindset because they forgot almost everything they learned immediately after the exam; but his teachers in the UK were more interested in them learning and using the language rather than just passing exams.

Fadi, the second participant, had a different experience. His teachers in Syria were more experienced and made him love English so when he moved to the UK, he met teachers who were like his previous teachers and made his learning experience worthwhile. From the family members perspective, Kareem encountered both financial and motivational lack from members of his family in relation to language learning while Fadis' parents instilled positive learning attitudes to his learning and provided him with all the emotional, financial and motivational help needed. This study showed that language learners are not only motivated to learn by what they hear or see from teachers. Thus, educators everywhere, even in the Arab world, must support their students' aptitude to learn English by providing them with ample room and opportunities to exercise their own agency and develop into more engaged students. In doing so, these students would be able to adopt an identity as English language learners and have more control over their learning.

Furthermore, in another study, Norton and Gao (2017) examined how the construct of investment was referenced with a weekly English group called 'The English club". The students in the study were enthusiastic to join this club because they were rather unhappy with the limited opportunities they had in speaking English in Hong Kong and how they encountered difficulties communicating with English speakers. However, the English club went beyond improving English skills but helped the learners develop a sense of ownership in English which further helped them identify themselves with the English culture thereby, motivating them to invest more in their language learning. This was because the participants felt seen in this club. They felt a sense of membership which made them feel comfortable and therefore enhanced their zeal in learning English.

Additionally, in a very recent study, Lou(2022) explored the narrative cases of two EFL students involved in a bilingual higher education project and how their identities changed from a poststructural perspective. Their investment in foreign language learning was thoroughly examined through a series of semi-structured interviews and narrative enquiry. These students narrated their previous life stories and gave insights of their learning experiences in a bilingual setting. The finding from this study highlights the multiple, dynamic, and fluid nature of identity, particularly in tracing

Lu's case. Some of his identities were constantly emerging in the past and present study histories, which seemed to be at odds with one another: for instance, he was able to position himself as both a positive respondent and a passive learner in the classroom at the same time. His identity changes were situated in particular learning environments, depending on his interactions with other community members and his instructors' methods of instruction. Furthermore, he demonstrates his agency in achieving an identity shift by actively participating in drama acting and multicultural classrooms.

In the same vein, Gu (2010), in a study on identity and language learning, investigates the identity construction of four tertiary English learners in mainland china. Data in this study was conducted with the help of periodic interviews, weekly diary entries, online chatting with online correspondence to monitor the identity formation process between the participants. The results showed that the participants had to negotiate societal discourses that were often in conflict with or contrary to their own personal ideals. The participants' identities were built through their discursive comments. Also, Participants' improved English proficiency led to increased exposure to western cultures and a stronger feeling of Chinese identity. They gradually formed a sense of belonging that extended beyond the unique learning group and national socio-cultural setting to encompass the entire global community. To develop a global identity, Chinese people sought to define their distinctive traits, history, and culture, as well as distinguish themselves from the rest of the world, particularly the English-speaking world.

In the same vein, Chang (2016) conducted a similar study which investigates six community college students' identity socialization as they learned English as a second language at a US public community college. Out of the six participants who took part in the study, this study highlights how two multilingual students enrolled in the US Community colleges developed their identities through sociocultural norms in multiple communities. Over the course of one semester, data was collected through semi-structured interviews, two interviews with ESL instructors, field notes taken over a duration of 16 weeks through observations and artifacts. Drawing on Norton's theory of investment (2000), this study revealed that the diverse discourses that students

participated in across time and space played a vital role in the students' investment in language learning. Also, This study discovered that the focal students' investment in learning ESL at college is not only selective but, more importantly, that their selective investment is shaped by both the immediate and imagined communities in which they participate. This finding is in line with the current research on students' selective investment in learning the L2 McKay & Wang (1996).

Also, Gu (2010) in her article investigated the construction of identity of college students through their English language learning experiences and the role the target community, social environment and imagined global community plays in the construction of identities. Through a qualitative method of data collection, the researcher used periodic interviews, weekly diaries and online chats. The results from this study revealed that participants might not notice their construction of language learning activities if they stay in the same place where they were born but when they move to a different environment, they will begin to notice and see these changes. Similarly, Vasilopoulos (2015) conducted a study on identity negotiation in the local L1 context of ten bilingual Korean English speakers. The study intended to explore how Korean English bilinguals negotiate identities through language use in their community and what significance language, self, and social identity negotiation has for the individuals involved. A mixed method of data collection was used in this study. The participants answered questionnaire questions and also took part in some interview sessions. The study's conclusions demonstrated how participants negotiate their many identities in light of the L1 setting and culture. As a result, respondents only disclosed their true L2 identities—which are consistent with their L2 identities and language use in the target community—in certain L1 contexts, such as when speaking to non-Koreans, conversing with people who share their experiences as fluent L2 speakers and bicultural identities, or when engaging in professional settings where an L2 identity is required.

Further, some prominent researchers also investigated the role of investment in second language learning. The purpose of the study conducted by Ghapanchi and Pishgadam (2015) was to investigate investment in second language (L2) learning among Iranian English language learners. The study was conducted in relation to the theories of

investment of Norton Peirce (1995) and Darvin and Norton's (2015) enlarged model of investment. There were 852 male and female English language learners among the participants, ranging in age from beginners to advanced speakers. Students used questionnaires on investment designed by the authors of this study. The majority of Iranian EFL students had a modest level of commitment to language study, according to the results of the current quantitative survey. Furthermore, there was a noteworthy distinction in the degree of investment made by male and female participants, with the former demonstrating a greater commitment to learning the English language.

Additionally, a study conducted by Lee (2014) examined how an Engineering MA student's motivation (Mina), viewed as an investment, impacted her English language growth and second language communication. Data in this study was conducted by using interviews, autobiographies of the participants' learning experiences, journal entries of the participants' learning strategies and oral development assessments from three different congregations. The study's conclusions documented Mina's involvement in the local, professional, religious, and educational sectors. Participating in these communities through the power of the imagination resulted in multiple identity shifts for Mina, confirming the premise that an imagined community acquires an imagined identity, and a learner's interest in the target language must be interpreted in this context.

It should be noted that the construction of identity and investment is not only limited to learners but English language teachers too because a teachers investment and identity in their teaching experiences plays a very fundamental role in the language learning process of the students. Some researchers have conducted studies in this regard but one study stood out for me. To illustrate the implications of learner investment for language teacher identity, Ryan (2012) made a comparison of two adult education classes. She noticed that over a period of three months, the number of students in her class dropped from 25 to 9. The researcher, dissatisfied with this change, sought the help and advice of her colleagues who advised her to read books and research on investments. She adopted a different set of approaches to teaching in her second group by giving them questionnaires that helped the students to provide information on their language learning experiences, their expectations of the class and

hopes for the future. She learned more about the students not just from the questionnaire but also from the classroom observations. The students in her second adult group increased from 25 to 29 because she adjusted her teaching to the needs and desires of the students in order to maximize their investments. At the end of the class, the researcher felt fulfilled with a greater sense of accomplishments and legitimacy as a language teacher.

2.8 Chapter Summary

This chapter consisted of the social turn in second language studies, provided in-depth definitions of key terminologies used in the study, explained different theoretical works related to identity and reviewed previous studies on the topic of identity and investment in second language research.

CHAPTER 3

Previous chapters in this study centered on the in-depth definitions of key terms, underlying theories of the study: the sociocultural theory, second language socialization theory, community of practice theory and the identity theory, as well as a review of previous studies conducted on identity, investment and language learning. In this chapter, we will focus on the study methodology, study participants, research questions and data analysis.

3.1 Study Methodology

A qualitative approach of data collection was chosen to be used for this study. Qualitative research is a kind of research that aims to collect and evaluate non-numerical data in order to have an in-depth comprehension of an individual's social reality, understand their beliefs, motivation and attitudes and finally data collection. Qualitative research is "a research strategy that usually emphasizes words rather than quantification in the collection and analysis of data" (Bryman, 2008, p.366). Similarly, Sandelowski (2004) considers qualitative research as "an umbrella term for an array of attitudes towards and strategies for conducting inquiry that are aimed at discovering how human beings understand, experience, interpret, and produce the social world" (p. 893).

Additionally, this method is also used when researchers want to investigate the principal reasons for people's behavior. A research on identity requires the qualitative approach because it entails detailed accounts that cannot be achieved with the quantitative approach. In this study, an ethnographic technique of data collection was used. The techniques used in this study were interviews and observations.

3.2 The Context of the Study

To begin with, Cameroon nicknamed (Africa in miniature) is a Central African nation on the gulf of Guinea with a population of 28,346,498 inhabitants. After the first World War, the French took over eighty percent of the population while the British took twenty percent. Up until 1976, there were two education systems which

functioned separately but French is now considered the primary language of instruction. Over the years, numerous French speaking parents have transferred their students to English Medium schools because they came to the realization that studying in English schools gives the students access to better job opportunities not just in their home countries but in various international countries. The education system in Cameroon comprises the primary school, secondary school, primary school and the university. The academic year begins in September and ends in June. Primary school which is mandatory for every Cameroonian lasts for six years, secondary school lasts for five years, high school lasts for two years, a university degree takes three years, master degree takes one year and a Phd takes four years. Additionally, the General certificate of education (GCE) for secondary and high school students respectively, is the most licensed exam in the southern part of Cameroon. Having completed secondary school or high school, some students can decide to attend vocational schools. Cameroon has eight state universities in Douala, Bamenda, Buea, Ngaoundere, Dschang, Maroua and two in the capital city Yaounde and numerous private universities like the Fotso victor university in the West of Cameroon, Bamenda University of science and technology, Catholic University of Cameroon, National polytechnic, just to name a few. The country has one English university in Buea, University of Bamenda is bilingual and the six other state universities are solely French.

From my research and experiences, I believe education in Cameroon is very laid back in some aspects especially in providing the necessary requirements students need to have a better educational experience. Unlike other countries, many schools in this country do not have computers and smart boards which are fundamental requirements of incorporating technology into education especially at the primary and secondary levels. These lack of technology resources tend to limit the students in so many ways which has prompted many families to send their children abroad for better education.

In the Same light, Final International university was established in 2015 in Kyrenia, Catalkoy Northern Cyprus with the collaboration of Final educational institutions in Turkey. FIU is an international private university which educates students from all over the world. They have students from more than seventy nationalities with a

portfolio of over 4500 students with 85 percent of these students being international students. There is no exact number of African and Cameroonian students in the university.

3.3 Research Design

The interviews took on a narrative style as the interviewer asked the study participants of this study to narrate their stories of identity development or enactment in a new context. All the study participants were Cameroonian students who had 3 to five years of stay in Northern Cyprus.

Narratives are personal stories where an individual shares their experiences, assessments and feelings Golden et al (2021). Narratives are one of the preferred methods when identity is concerned because narration involves the negotiation of identity. In this regard, Pavlenko (2001) (p. 167) argues that " L2 learning stories, and in particular language learning memories, are unique and rich sources of information about the relationship between language and identity in second language learning and socialization. It is possible that only personal narratives can provide a glimpse into areas so private and intimate". Thus, narratives can be used to gain a deeper understanding of the research participants, their relationship and connection with their environs and reasons for their actions in varied situations. The principal reason why researchers use this technique is because it creates an opening for the participants involved to share their language learning experiences without a filter.

3.4 Data Collection

In this study, a qualitative approach of data collection and analysis was adopted. The study was conducted by having interview sessions with seven female Cameroonian students in Final International university. The interviews were all conducted face to face in a clean, comfortable, quiet and safe environment within the school premises. All the participants were asked the same questions but the interviews lasted between twelve to eighteen minutes, the reasons being that each participant is different and they all have their unique experiences and unique methods of expressions. The interview questions were designed to get more information about the

participants' language learning autobiographies in their home country and target community by mainly focusing on their language learning or development, identity, and investment in English-medium university. The students were asked to narrate their language learning or development, identity enactment and investment in their language learning and their future career as language teachers. They also narrated the necessary requirements and procedures they carried out to boost their investment in language learning. They were also asked to explain how learning a new language had shaped their identity and if they had enacted or developed any new identities in their new setting.Furthermore, the second method of data collection that was used in this study was observation. The participants were audio recorded during the classroom observations.The undergraduate students were recorded for four weeks, two hours every week. However, the graduate students were only recorded for an hour. These observations were conducted to monitor their language learning experiences particularly in the classroom and how their classroom interaction with their peers and teachers was. Furthermore,the researcher recorded the study participants' interaction and involvement in classroom activities by focusing on their identity expressions and enactment in classroom discussions.Additionally, the graduate students were observed in a bid to examine their teaching practices and methods in the classroom and also to explore if they constructed any new forms of identity and investment in their teaching experiences.

3.5 Study Participants

	Diana	Elsie	Gaby	Flora	Anne	Clara	Bella
Age	25	27	24	24	29	28	24
Gender	Female	Female	Female	Female	Female	Female	Female
Country	Cameroon	Cameroon	Cameroon	Cameroon	Cameroon	Cameroon	Cameroon
Educational Level	Bachelor	Bachelor	Bachelor	Bachelor	Graduate	Graduate	Graduate
Duration in N.Cyprus	4 years	4 years	3 years	3 years	4 years	4 years	2 years

3.6 Research Questions

The following research questions guided this study:

1. How do Cameroonian students in an EMI context perceive themselves while interacting in English with other international students and how does this impact their motivation and attitude on campus and off campus?

 2. How do Cameroonian students negotiate and enact their identities in an EMI setting, and how do these identities influence their level of investment in learning English and their decision to continue their studies?

3. How invested are Cameroonian students in learning a second language in the context of Final International University (FIU), and to what extent does their level of investment impact their learning outcomes?

4. How do the identities and investments of students evolve during their stay in the study context?

5. To what extent do the participants view learning English in the FIU as a kind of investment for the career future, a larger social network or membership of an imagined community?

3.7 Data Analysis

Two techniques of data collection were used. All seven participants were interviewed in a clean, calm, and peaceful environment. Although all participants were asked identical questions, the length of each participant's interview varied since everyone communicated ideas differently. Furthermore, the same group of participants were observed again for 4 weeks and were recorded for two hours in their individual courses. After the interview and observation data were manually transcribed, and the researcher read the entire documents several times, identifying the emerging themes following Patton (2002) qualitative research design.The themes were identified by carefully reading and understanding all the carefully transcribed data (Merriam & Tisdell, 2016). The themes obtained from each participant's data were compared with

those obtained from the other participants in order to identify similarities and differences among the cases. As initial conclusions emerged, the observations and the interviews were triangulated by Patton (2002) to support and explain the results. In the observation part, we analyzed the instances of stance-taking and pronoun use as well as adjectives or adverbs that study participants used to express their different identities following Duff (2002) analytical model for identity studies on second language learning.

The interpretation of the data was based on the adopted theoretical framework and existing studies. In the same light, the thematic analysis process was quite seamless. First transcribing the data, thoroughly reading through it and jotting initial ideas. Secondly, coding interesting features of the data systematically across the entire data set and collating data relevant to each code. Thirdly, searching for potential themes gathering all the data relevant to each theme. Reviewing themes and checking if they correspond to the coded extracts in the data. Next, naming and defining the themes according to the context of the study and providing sample extracts for each theme from participants. A total of twelve themes were identified.

3.8 Research Ethics

Establishing trustworthiness in this thesis was imperative to me because participants shared their personal learning experiences and struggles. Some of these experiences were not quite appealing but they decided to share them regardless so it was essential that I made them feel comfortable and safe. For transparency's sake, prior to data collection, all the participants were informed on the topic, purpose of the study and data collection methods. Also, participants were informed that they would be observed and audio recorded during the sessions. In addition to that, explicit explanations were made about the research questions and the duration of this research. They were also informed that their data would be anonymously accessed by myself and my supervisor. Additionally, the information consent form (see appendix) made it clear that their participation was voluntary, and they had the right to withdraw from the study at any given time if they felt uncomfortable, violated or sick. In order to get

raw, authentic and unfiltered data, participants were not shown or given the questions prior to their session.

3.9 Reliability and Validity

The term validity is used in science to measure the objectivity of a study; however, the goal of narrative inquiry is to convey conclusions that are solidly supported and found in a persons' experiences. Reliability is very fundamental in a research because it strengthens the confidence in the research findings. Reliability was achieved in this study by using multiple data sources because when diverse sources are used, it consistently reveals similar insights and it adds weight to the research outcomes, indicating that the findings are not dependent on a single source (Patton, 2002). This strengthened the overall reliability of the study and increases confidence in the research findings

According to Mohammed et al. (2015), validity is the suitability of all research methods, instruments, and procedures, including data collection and validation. Golafshani (2003) also adds that validity also determines the reliability of the study's methodology, sampling strategy, data analysis procedure, and conclusion. In order to ensure validity in this research, it was paramount that I understood the underlying need of the research and be mindful of the kind of tools used in conducting the research while being mindful of the participants' societal wellbeing.

3.10 Data Triangulation

Patton (2002) defines triangulation as the process of cross-checking the results of various research methodologies. The goal of triangulation is to provide a full understanding of the phenomena and this method is mostly used in qualitative research. Data triangulation was used in this study in an effort to avoid research bias that arises from employing a single point of view in a study. Further, using triangulation in this study enhanced the credibility and validity of the study by correlating all the ideas from the data collected through interviews and observations.

3.11 Chapter Summary

This chapter has provided extensive background knowledge on the methodology used in this study, the data collection methods and reasons for using each method. Also, some personal information about the participants of the study has been provided. Also data analysis, the trustworthiness of the analysis, validity and reliability and data triangulation were included in the chapter**.**

CHAPTER 4

FINDINGS

This chapter focuses on the data findings that were collected through observation and interviews. The interview insights were divided into two sections: undergraduate students interview websites and graduate students interview insights. Twelve major themes were identified in relation to our study and research questions. The subsequent paragraphs will provide detailed information and sample extracts for better understanding of the analysis.

4.1 Interview Findings

Since the participants from this study were from two different educational levels and backgrounds (undergraduates and graduate students who were also teaching in the study context), we analyzed their interviews separately. Thus, the interview findings are presented in two different sections: undergraduate students' interview insights and graduate students' interview insights, in the next sections.

4.1.1 Undergraduate Students' Interview Insights

The analyses of the interview insights revealed six main themes: Language, knowledge and skill investment, language deterioration and alienation, novelty of the new setting, language investment, identity negotiation, expression and development and language socialization outside of the classroom. Each theme will be presented with the most representative extracts from the data set.

4.1.1.1 Language, Knowledge And Skill Development. The main theme of the study was the development of language, skills and knowledge which manifested itself in various forms. One aspect of the undergraduate students' development was their better expression of themselves in the study context. A representative extract below indicates this more vividly.

Extract 1: Okay, I think right now… before I came to Northern Cyprus, let me say I cannot really express myself very well … Okay, yes. Like I mentioned before, I've

learned to express myself more than with different cultures like learning styles. In Cameroon it's always like the teacher is the head. ...Yes actually I think I speak more now than before .... Yes I think depending on the person I'm communicating with, the English is very different. Like most of these people who don't speak English at all who are learning English, I bring myself down and just give the main words and am so used to it that I text without using the right English and I feel like I now cross it now even to people who know good English. ………when I listened, I understood almost everything but the problem was the speaking part but here in Cyprus, I express myself more and……… (Gaby)

Language awareness was an interesting and integral part of language learning in which the study participants became aware and conscious of their language needs and learning process. This consciousness helped the study participants of this study to monitor their learning and hence develop their language. Two representative extracts illustrate this point below:

Extract 2: *I think my ability in the language has impacted my social life in that when I communicate now, socially, I like spot errors in my communication or in the person who is talking to me. So I think, for the fact that I'm learning English, I spot more errors than I used to. (Gaby)*

Extract 3: *PARTICIPANT: Yes because actually it's not real …. It's not natural…. I try to speak like a native English speaker but the one problem is my accent is so strong. If my friend doesn't understand English, then it's a little bit challenging because I might need to demonstrate or maybe use a translator but I actually don't know any of their languages. It is difficult.(Gaby)*

Another aspect of language development was language convergence and awareness that students experienced in the context of this study as they socialized into the new environment. Language convergence occurred as individuals modified their communication styles to establish solidarity with others. A sample extra will be added below:

Extract 4: *I try to like…. I don't speak with my normal Cameroon accent when I communicate with international students because I think they will not understand like I have a classmate she always likes when I say something she asks and I have to repeat so when repeating, I always try to modify my accent especially and I try to be slow. In the classroom yes actually because to ask questions they might not understand. Because I am fond of asking questions and they are like repeat can you say again?*

So I already know that when I ask a question I always try to modify my language. ***(Gaby)***

As part of language modification (both convergence or divergence), students in this study also modified their accents as they met people from different nationalities.A sample extract is added below:

Extract 5: *Definitely for example when I am speaking with Turkish people because on campus, maybe I will meet a Turkish friend, the person wants to be my friend, like the person does not speak English I will try to simplify the language or use body gestures and everything.* ***(Diana)***

 Another aspect of the language awareness in this study was their awareness of different cultures and hence at times their cultural transformation. A sample extract from our data is provided below:

Extract 6: *Yes I see it even on teenagers and it's not normal. Even the way boys shave their hairstyles in this university is different from Cameroon. School children here like going out for coffee and hangouts but the case is different in Cameroon because the parents are strict and do not allow their children to go home. Another thing I also noticed when I got here was the fact that teenagers both male and female smoke alot. Any time I used to see them, I used to think they would go to hell but as time went on, my thoughts changed and I saw it as a normal thing. (Gaby)*

 4. 1. 1. 2 Language Deterioration (Loss) And Alienation. The second main theme that was identified in this study was language deterioration or loss. Two participants in this study stated that they experienced language deterioration. They said their level of English in their home country was better and it deteriorated when they came to

Northern Cyprus because English is not the country's first language and they had to often converge their language to the EMI or ELF requirements. A sample extract describes this point better below:

Extract 7: Since I have been on this island as I said, again, my English has gone down. Actually, it has gone down and I'm trying my best to improve but if I improve actually who am I going to speak the English with in the first place because I believe that your English improves if you speaking with people like let me say for example if I meet someone who is of lower level in English, I cannot speak high level with the person. (Flora).

Another aspect of the study participants' insights on language alienation was their limited amount of contact with the local community due to either lack of Turkish by the study participants or lack of English by the locals. One One participant expressed this sentiment as below:

Extract 8: Not really, because I don't interact with them much. (Diana)

Such limited contact with the community due to the language barrier posed a number of challenges for the study participants, as indicated below by one of the participants:

Extract 9: Yes, most of the time it happens a lot, because sometimes it's difficult to break it down, like the simplest level, especially when the person doesn't understand anything. Like sometimes you say easy thıngs as they are and they still do not understand. (Flora)

Part of the unwillingness to communicate with the locals or the study participants' alienation in the study context was also related to their anxiety to speak Turkish or language shaming that some participants experienced. This led to a negative impact on individuals' self esteem and as such they gravitated towards feeling alienated. One illustrative extract is presented below:

Extract 10: Because I don't really know it, I can understand but when I speak it they always laugh at me so I don't speak it. (Gaby).

Language shaming was a factor that was mentioned by one of the study participants and was related to the self-proclaimed representation of oneself when others who were linguistically strong in conversations made fun of the participant as she made mistakes, hence feeling belittled, as indicated below:

Extract 11: *Because I don't really know it. I can understand but when I speak it, they always laugh at me so I don't speak (* **Gaby***)*

4.1.1.3 Novelty Of The New Setting. Novelty in this study was related to the state of being new, different and unusual, as the study participants became socialized into the norms, values, traditions, and cultures of the new setting or environment. It should be noted that all the participants in this study left their home countries to Northern Cyprus for studies. When students made this move, they encountered a new setting where they cultivated new experiences and embraced different aspects of the target culture. Several sub-themes related to novelty included socialization into the new culture, socialization with lecturers or professors, socialization with colleagues and enculturation into the new accommodating culture.

The majority of the participants in this study experienced different forms of socialization as they settled into the new setting and the culture, and thus became accustomed to the new norms of the new context. Three representative extracts are added below:

Extract 12: *But since I got here, I really improved in that **due to the presentations, and the encouragement,** a lot of presentations, so I just had to, so I've really experienced great improvement in that area. .... In North Cyprus, like it's something they do, yes. Like, it's something that they do. That's one of the ways in which technology is taught, like Technology is everywhere. Yes, like even the smart boards in class. Most at times, even in the classroom, the teacher says, use your phones and get back to **such technologie**s like all round. But in Cameroon, that's not the case. Because teachers don't even really care when they come to class. They just do their lectures, they just give you and then go (**Flora**).*

Extract 13: When I came to Cyprus for my first two years, just like last year I stopped this memorization habit. It was in me. I used to memorize so much that I could give the teacher exactly his or her words. But after like after the midterm, I always forget and when when its the final exam, I need to go and read what I read before the midterm but this last year that I stopped memorizing, before I write the final, I can just revise and I will understand and I don't have to memorize. (Gaby).

Extract 14: Yeah.... the first thing I noticed was using body language and all the learning styles. Back in Cameroon, I did not see teachers using smart boards or visual aids to teach in the classroom because in Cameroon, they always print their notes which is not very effective. I have incorporated so many learning styles like auditory, visual, learned how to use youtube for learning and all these newly incorporated learning styles have played a great role in enhancing my learning (Diana).

Another aspect of the study participants' novelty was their socialization with lecturers and professors of the new academic setting. The data collected from the study revealed that the power relations between teachers and students in Africa and Northern Cyprus are to a great extent different, as described below by one of the participants:

Extract 15: Okay, the relationship between students and teachers, that of Cameroon is kind of very tough. Like teachers are the ones who talk in the classroom, like as a student, you don't even have the right to talk, like sometimes even raise your hand to ask a question and they will not respond to you or they insult you. It ıs always a teacher centered classroom, but yeah, in Cyprus, like the teachers give the opportunity to the students to talk because they learn the language more as they communicate. (Flora).

Enculturation into the new culture and language was another dimension of the study participants' experiences in the new setting. Part of this was related to the awareness of and acquiring new values in the study context, as described in the following extracts:

Extract 16: Yes, actually the smoking part because in Cameroon, if you're seen smoking it's like kind of, maybe you're going out of your line, maybe you don't belong to the normal people if you're seen smoking, you don't belong to the normal people but

*here, it's like normal. If you're smoking even little children smoke, so I was like, really? (**Flora**).*

Extract 17: *Oh, I will go back again to my first year when I came here. The first day I came here, I preferred socializing with my Cameroonian friends because they understood me. Maybe they understood every aspect, maybe my body language, maybe my slang, maybe my everything, so they understood me. So I prepared to do everything with them to speak with them. But as time went by, I discovered that it's not actually a good idea. So I'm not really good at making friends. So I try to like it if anyone comes close to me. I like to try to, you know, associate with the person, discuss with the person, maybe in English any possible way I can to discuss with the person I do it with. (**Flora**).*

Extract 18: *Yes like I think smoking for me, I was like smokers will go to hell. (**Gaby**).*

Power relations also played a fundamental role in shaping the participants' investment and identity thanks to their easy access to professors' or lecturers' feedback. Three extracts from the data demonstrate the power relations and the access to professors' feedback in the two different countries, one their homeland, Cameroon, and the other their new educational setting, North Cyprus.

Extract 19: *While the relationship between students and teachers in Cameroon is considered as hierarchy? So teachers are considered to be demi-gods. (**Gaby**).*

Extract 20: *Okay, the relationship between students and teachers, that of Cameroon is kind of very tough. Like teachers are the ones who talk in the classroom, like as a student, you don't even have the right to talk, like sometimes even raise your hand to ask a question. And they will not answer you. Or they insult you. Teacher centered classroom, but yeah, in Cyprus, like the teachers give the opportunity to the students to talk because they learn the language more as they communicate ..... ahhhmmm for a student to get in contact with the teacher maybe if the student faces a lot of problems in the course, because at times, the teacher just comes to the classroom and says what he says he doesn't really like attract the students in a way that it get the students attention in a way that maybe he needs to make them understand something. (**Flora**)*

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Further, lecturers were viewed as socialization agents or socializers by some of the participants. The following extract indicated the influence of the socialization agents on one of the study participants.

Extract 21: The methods of teaching in Cameroon, it's, like I said before, is more of, sometimes the Grammar Translation method, like they use the Grammar Translation method. I'm saying this because I kind of studied French on the French side, too. So most of the time, the teacher comes to class. In fact, it's not even like Grammar Translation mentor, because every day teacher themselves sometimes they behave as if they are lost since they're in a French environment, they come to an English class, and they just start talking, talking in French and they don't even care about the people who are coming from the English speaking side. Because, for example, when I first got there, I was coming from an English speaking side. So the first year was kind of really, really, really difficult. And again, I went to a government school, you know, government school teachers don't really care. But it's kind of really different here in Cyprus, because in Cyprus, they tried to use the communicative approach. Yes. And the text based approach where they put students together and give them opportunities to communicate and share ideas. **(Flora)**

Another dimension of the new setting novelty was the accommodating culture as some participants integrated into the new culture while maintaining their homeland cultures, as expressed by one of the participants below:

*Extract 22: Like we got to discover because they are less racist. And man, I don't even think I've experienced any, any case of racism and my friends too haven't had that experience, which is a very good thing. So how would you describe your English language skills when you came to Northern Cyprus? (**Flora**).*

The next aspect of the novelty was socialization and enculturation into the new learning / teaching practices (e.g., technology/ exams / new ways of learning). The participants in this study realized that the educational practices, particularly the use of technology in their new setting, is completely different from what they had experienced in their home country. Some of them considered it to be a huge cultural

shock because teaching in Northern Cyprus was perceived by the participants as more student friendly than in Cameroon. Sample illustrative extracts are added below:

Extract 23: Actually in Cameroon, it's very difficult to ahhhmmm for a student to get in contact with the teacher maybe if the student faces a lot of problems in the course, because at times, the teacher just comes to the classroom and says what he says he doesn't really like attract the students in a way that it get the students attention in a way that maybe he needs to make them understand something. ...So the teacher doesn't try to make the students understand what he's teaching, what he cares about is just to come and say what he says, or maybe fulfill the .... **(Flora).**

Extract 24: The teachers method of teaching them in Cameroon is mostly teacher centered. Here in Cyprus, it's mostly student centered in the sense that there is interaction in the classroom between the teacher and the students. Even the students interact with each other but in Cameroon, it's not that way. It's always the teacher who asks the question, the students just come, sing in class and listen to lectures. I will say sing because actually, that's what they do.

*They come and sing what they are singing and then go without saying they don't even care if students are actually learning. They don't care. (***Flora***).*

*Extract 25: I can even say all the universities, just some that I don't know of most of them, don't incorporate technologies in the scheme of work, especially teachers, they don't care. They just come, they have the whiteboard, they have the chalk, and even assignments, they just give like normal assignments where you just need to go write on a piece of paper and come with it and submit it. They don't have a normal, maybe say where you can submit online or an online class maybe like the big blue button we use here. . It's not there in Cameroon so the teachers don't actually know that. I don't know if it's because they're not trained in that way or, but they don't actually use it. (***Flora***)*

4.1.1.4 Language Investment. The fourth major theme identified from the data was language investment. As was seen in the previous sections of this study, investment was another rather complex relationship that the study participants in this study

displayed with regard to the target language and their ambition to develop themselves professionally in their study field. The term is one of the most fundamental constructs in this study. Language investment is also categorized in sub-themes such as knowledge and skill investment, the investment in English for their future as well as investment in their future careers as teachers. The extract below is an example of one of the participants who not only invested time on her language learning but also made time for additional skills.

Extract 26: Yes expensive so a year apart from making physical contacts, I interact online, or learn things online. So it's really a change. I can just sit and I want to learn how to because if I work with the media in church as I mentioned, I want to learn how to edit videos, and I go and watch a video of how to do it which was not like that before. (Gaby).

Further, the participants in this study were not just language learners but also language teachers who invested in learning English and its teaching. This aim created a shift and change in their learning experiences as they constantly reminded themselves of the kind of teachers that they wanted to become. The extract below is the case of one participant who made mention of her role of English for the future.

Extract 27: It's very important in the sense that I'm a language teacher so I need English in everything. I can say we need English in every aspect of life even though you are not a language teacher you need to acquire that English language knowledge. (Diana).

4.1.1.5 Identity Negotiation / Expression / Development. The fifth major theme identified from our data is identity negotiation, expression and development. The data revealed that participants expressed, negotiated and constructed different identities as they participated in the educational activities of the new settings, and hence investing in their language learning and future teaching career. Sample extracts of participants doing the aforementioned themes are included in subsequent paragraphs.

Extract 28: Interaction with international students, I try to watch more YouTube videos, try to do more research on what I do not know (Diana)

Moreover, the participants constructed different identities as they socialized and were socialized into the various activities of the new setting. Socialization occurred on many levels and in different settings. Considering the fact that the participants in this study are foreigners, these extracts illustrate how they socialize into the new identity by improving their speaking, listening and technology skills.

Extract 29 :My English language skills when I came to Northern Cyprus, I think I've improved in fluency. Yeah, because the reason why I say so is because I wasn't that confident in myself, because I remember when growing up, my siblings always liked to laugh at me that I can't speak so well. So this fluency I couldn't really speak fluently, because I tend to be so cautious with what I say, which prevents me from speaking fluently. But since I got here, I really improved in that due to the presentations, and the encouragement, a lot of presentations, so I just had to, so I've really experienced great improvement in that area.(Flora)

Extract 30 :In North Cyprus, like it's something they do, yes. Like, it's something that they do. That's one of the ways in which technology is taught, like Technology is everywhere. Yes, like even the smart boards in class. Most at times, even in the classroom, the teacher says, use your phones and get back to such technologies like all round. But in Cameroon, that's not the case. Because teachers don't even really care when they come to class. They just do their lectures, they just give you and then go. (Flora)

Extract 31 :When I came to Cyprus for my first two years, just like last year I stopped this memorization habit. It was in me. I used to memorize so much that I could give the teacher exactly his or her words. But after like after the midterm, I always forget and when when its the final exam, I need to go and read what I read before the midterm but this last year that I stopped memorizing, before I write the final, I can just revise and I will understand and I don't have to memorize. (Gaby)

Extract 32 :In terms of learning styles, the changes can be in the way I take my notes like in Cameroon, I always have a book but here I can just do a summary because I know that the teacher did not want me to give exactly what he or she wants but in

*Cameroon, I used to, like, have exactly what the teacher wants in my book but here i just do a summary that's my learning style and in what other aspect (**Gaby**)*

Extract 33 :*Yeah.... the first thing I noticed was using body language and all the learning styles. Back in Cameroon, I did not see teachers using smart boards or visual aids to teach in the classroom because in Cameroon, they always print their notes which is not very effective. I have incorporated so many learning styles like auditory, visual, learned how to use youtube for learning and all these newly incorporated learning styles have played a great role in enhancing my learning. (**Diana**).*

4.1.1.6 Language Socialization Outside Of The Classroom. The sixth main theme identified was socialization outside of the classroom. Socialization was a very vital part of language learning. Language socialization occurred in multiple spaces for the participants of this study. The participants not only socialized with socialization agents such as peers and teachers in the school setting but also enculturated into the cultures of the new community outside the classroom. The new setting afforded multiple socialization opportunities for the study participants as they made new friends with students from other nationalities, created new memories with them and learned, relearned and unlearned some stereotypes. A sample extract is shown below:

Extract 34: *I have Nigerian friends. Actually, I stay with a Nigeria and we communicate mostly in English. Apart from that, in church I have both Cameroonians and Nigerians but off campus, I don't even communicate with whites except if I go to stores. ... social wise, I think I made friends. Yes, I make friends, especially when people are friendly but I make a lot of friends with people who are friendly and I try to be like.....Apart from studying in Cyprus if I have not mentioned earlier, in Cyprus, the teachers encourage group work, but in Cameroon it's really different. It's mostly individual work so I mostly socialize in assignments. Apart from school work, I have meetings like church meetings, we sing and learn some things on the computer and that's it. (**Gaby**)*

Extract 35: *It is very different for instance, here in Cyprus, the student teacher relationship is very good. Students are free to come and lay their complaints on for the lecturer to solve the problem and even if you have an academic breakdown, you*

*can go to your advisor, the advisor will, like, try to solve it and everything but in Cameroon, it is very difficult because teachers just try to push themselves away from the students. And you don't try to listen to two students' problems, think outside the classroom. But here in Cyprus, it is a different case because of the lectures, lectures, interact with you in and out of the classroom and solve your problems if you have…….Very interesting in Africa, the teacher can just come to class and give the notes for the students to lecture and she doesn't expect anything. Like he just came to class, I'll say, the students take a note and I'll get me out of the class, which is hard to see. Teachers have teachers do their job as if, as if that is the best they can do.They take their responsibilities seriously but in Africa, there is nothing like that. They do the job for the money. But here in Cyprus, they do the job because of the passion they have. (**Diana**)*

4.1.2 Graduate Students Interview Insights

The analyses of the graduate interview insights revealed six main themes: language transformation, modification, awareness and consciousness, challenges of EMI in an international setting, teaching socialization experiences, teacher identity, professional development in the new setting and investment. Each theme will be presented with the most representative extracts from the data set.

 4.1.2.1 Language Transformation. In the previous sections, we analyzed data from undergraduates but this section analyzes interview insights from our graduate student participants. The reasons for the separation of these two groups was due to their different experiences since the graduate participants of this study were all actively engaged in teaching at the study context. Two of the graduate participants were novice teachers with less than 2 years of experience and one of them was more experienced with more than 3 years of teaching experience. The first theme that was identified in this section was related to language change which transpired in various forms such as transformation modification, awareness or consciousness. The extracts in this section show the language transformation experiences of participants, how they had to either modify their accents or speak to fit in with their colleagues who were either native

speakers or non-native speakers of English. The extracts also enlighten their language learning awareness and consciousness.

One sub-theme in this section was to do with Language development. In the extract below, one of the participants recounts how her language has developed since she moved to Northern Cyprus. It is interesting to see that her constant communication with native speakers or other expert users of the English language as well as the new teaching requirements (reading and listening) positively influenced her language learning experience.

*Extract 36: I only spoke English maybe in formal settings that required me to speak English but since I came I've been to Cyprus since we mostly teach and we mostly interact with purely English speakers I think my level of speaking English has increased more. My reading has improved and I think I'm reading more as a teacher now because back then I wasn't a teacher. I wasn't really reading, but now since i'm studying and i'm teaching at the same time so my reading skills have increased because you have much to read even to teach and much to read on your part as a student. My listening skills, because I have to pay more attention, I have to listen more to students when they talk because sometimes I have, sometimes they have to repeat words for me to understand what they are saying. So I pay close attention to what they are saying. So my listening skills have increased. …. I can say, I just want to gain experience, experiences so I can say it's fulfilling somehow. Through it I'm gaining some of the experience I need development. (**Bella**).*

English can be considered as a first language for most African students but upon communicating with other people in an international setting, accent usually seems to be an issue. Thus, study participants modified their English accents regularly in a bid to interact more effectively with others in the international setting, as indicated below:

*Extract 37: Actually, I've done that quite a number of times because one thing I noticed when I started teaching is that when I based on my Cameroonian accent, it was difficult for some students to…to understand me, actually so I've had to, and I think I still do that. I still adjust my accent for some students to understand me. (**Clara**).*

However, although language development and modification experiences were recounted several times, one of the participants stated that her experience with English as a lingua franca in the context somewhat led to her language depreciation. A sample extract to illustrate this is added below:

Extract 38: Because you know this context Final International University is not and Northern Cyprus itself is not ummm how do they say it? It's not like native-like context so the only time I'm exposed to the language is when I'm on campus here and when it comes to native speakers how many people we have, we have, we have a good number of them that are from the UK, they have the UK background but we also have a good number of them that have been to the UK, they forced themselves to speak the native accent which is not really good. There are times I talk with my colleagues, I use some words and they google search it so... apart from you know...... and most times we speak with students who we are grooming, to speak English (Anne).

4.1.2.2 Challenges of the EMI in an International Setting. The second theme identified in this section are the challenges of teaching in English-as-a -medium-of-instruction setting in an international environment. Some of the challenges came with the job especially as Africans who taught international students and worked in an international setting with which they were less familiar with. For these teachers, some of the students were perceived to be less respectful and nonchalant which at times posed difficulties for the study participants to adapt to the new work environment and hence presumably their investment in their profession. It should be mentioned here that all the study participants were females. Sample extracts added below recounts the experiences of some of the participants in this regard.

Extract 39: I have experienced, I do not know if it's general but as a black teacher, since I'm small, I've experienced students disrespecting me. (Bella).

Extract 40: I guess it may seem odd the first time you know this. I mean strategic problems with administrative problems you know the time factor, the way things are done, you know the example I gave about using materials or not being able to create your own stuff and extra materials it's a problem because you find a situation where

students at the end of the module or the end of the semester they are not what you intended them to be they themselves are not satisfied. (Anne).

Extract 41: *Regarding that aspect, I will say there is like kind of a major problem when it comes to classroom management actually yes because there's a kind of system in which as a teacher, or let me just say a teacher from a different country there's a kind of classroom management that you want to implement in your classroom that do to where you are, it's difficult to implement such classroom management and face with the students. Sometimes it's really difficult to manage in some cases in the classroom. So I believe that's one if I can say that's one of my major challenges. (**Clara**)*

4.1.2.3 Teaching Socialization Experiences. The third theme that was identified in this section is teaching socialization experiences. The study participants experienced different forms of socialization as they interacted with other graduate students, professors and colleagues. The following two extracts recount the socialization experiences that two study participants recounted with their colleagues and the impact such socialization had on their personal and professional life.

Extract 42: *Well, like I said, we have a mixed cultural background in terms of language here. We have native speakers and I would say, most of the teachers here are native speakers of the language. We have British native speakers, African native speakers, so comparing myself with those that are British native speakers I think they are more advanced than me, you know, they have this. when it comes to the accent but comparing myself with let's say native teachers, I think ....because sometimes you speak with your colleagues and you wonder if actually, this is an English language teacher. No.. honestly in a negative way, because you know, this this thing, right now we are talking I am speaking you understanding me and most of the colleagues they understand but when you have a situation that you're talking to a colleague and a colleague it's English we're speaking we are conversing and you say something, or let me say I say Something and a colleague doesn't really understand me. (**Anne**).*

Extract 43: *Okay, if I want to be honest with this, there are some colleagues that actually feel okay… I need to upgrade and there are some that I feel like no I'm upgraded actually so it kind of goes both ways actually soo…. (**Clara**).*

As part of their socialization into an international setting, the study participants accommodate into the new educational setting as a teacher by adopting different teaching strategies and modifying their classroom management. Some of the students were perceived to be disrespectful to these teachers as they themselves come from a setting where teachers were seen as authority. A sample is added below:

Extract 44: I wouldn't pronounce words the same way, I wouldn't pronounce words for the speakers the same way as I pronounce words for the native speakers of English. (Bella).

4.1.2.4 Teacher Identity. As teachers, the participants expressed their active engagement and involvement in construction of different identities as they perceived themselves in the study context as teachers, adopted different roles, and became aware of the unique characteristics of students and classes in an international setting. Their identity revolved around a dynamic interplay of personal, professional, and social factors that shaped and influenced their sense of self in the study context. The following extract illustrates the teacher's self-awareness, adaptability, and commitment to continuous improvement which is a central element of her teaching identity construction as she navigated various roles in the study context.

Extract 45: Yes, I do. Because you know there's a saying that no class is the same as the other and no student is the same like the other so when you find yourself in a situation where you have a class made up of really smart students who challenge you, you have to challenge yourself you don't want to go stand in front of those people and look like a fool and look like a dumb person. So for example, I teach this EAP English class. I have two groups, the morning group, they're smart and the afternoon group is smarter so,while preparing for the morning group, I don't go that extra mile. I just know that the students I know can do this cut this give this example. I tried a couple of times to use the same examples in my afternoon group but once you just ask them before you finish the question, they're giving you the answer and there's no fun in it so you feel like I don't have enough to give them. So each time I have to go for my afternoon class, I need to prepare more I try to get extra materials, get myself loaded because I don't want to find myself in a situation where the students are looking at you

like you don't have something to keep them and once they know you don't have something to feed them, they don't call even though they want the attendance or they just come and they don't pay attention to the play with your phone. *(Anne)*

Another aspect of the participants' identity was a sense of satisfaction that teachers received as they taught in the study context. In the next extract, the feedback from the student could be interpreted as the effectiveness of the teacher's instructional strategies and hence her emotional state as an efficient teacher. The extract highlights a positive interaction that contributed to the construction and reinforcement of the teacher's identity.

Extract 46: Yes like for example, before the midterms a student told me , a student said Teacher we at first I couldn't write an essay well but after you have taught us the steps to write an essay from the paragraph to sentences, from paragraphs to writing a complete essay, I can my writing is good. So I was so happy. (Bella)

In the extract, the study participant is reflecting on the rewarding aspects of teaching, especially the diverse backgrounds of students and her learning from the students, reflecting a teacher identity that values diversity in an international setting and hence accentuating her role as a teacher in facilitating a dynamic and inclusive learning environment.

Extract 47: I think the most rewarding moment is when you go into a classroom and you find a bunch of students with different fields of life. You know, not just different countries. I think, for example, Russian students you always hear them talk about business plans, we have very good initiative and ideas that you learn not because you're a teacher and your impact on knowledge that you think you cannot learn. You learn a lot from them when you have discussions with them in class. And even when you read their paper there is some information that you will never get when you are with your own people. (Clara).

Novice teacher identity was also another aspect of two of the study participants' overall experience. In this regard, Clara talked about the significance of her first day

of teaching and how it shaped her memorable experiences and thus her educational journey as a teacher.

Extract 48: If i have to be honest with this question actually, It has to do with the first day of teaching, actually you know when you get into the classroom the first day and you're not sure you don't yet have that absolute confidence. Yes. So I think for me, that will forever remain one of my memorable experiences, because it's from there, I had to build up something. (Clara)

Part of the identity was also related to their professional role as a teacher and multiple memberships that they belonged to in different situations. The extract below underscores the interconnectedness of multiple aspects in shaping the graduate student 's overall sense of identity.

Extract 49: The first one is seeing my students succeed and the second one is having something to take care of your family at the end of the day. (Clara)

4.1.2.5 Professional Development in the New Setting. Professional development as teachers was another theme that emerged in the interview data and is considered a necessity for every teacher; however, note should be taken that it means different things in different countries and settings. Professional development in Cameroon is like taking a professional course for some months or even going as far as getting another degree. In contrast, the professional development in Northern Cyprus and the school these participants taught was not very intense. The extracts in this section will explicitly show how different professional development unfolds in both settings.

The extract below portrays one participant's experience in recounting how different the practices are in the new setting.

Extract 50: I think the conditions here do not really give you that liberty to go extra mile to create you know as English language teachers, we can create our own materials,adapt, adopt, we don't have that much laxity of time to adopt and adapt, you just make use of what you have, and maybe add a little bit of worksheets, and yeah mostly worksheets but to design your own thing or get something from the internet, sometimes it's very difficult for you to look for a video, put the video and make the

*students watch the video and I mean, analyze, but, you know, most times when they get in contact with the language itself is different. (**Anne**)*

As part of professional development, the study participants experienced different challenges. The extracts included below are extracts of two participants who faced challenges in professional development.

Extract 51: *Ummmmm Sometimes it's comfortable, but sometimes there is pressure from the work. uhmmm sometimes there is pressure too in the teaching, because sometimes we have to rush the units to complete the syllables. (**Bella**).*

Extract 52: *Our school.... It organizes some you know not really conferences or seminars but workshops when the need arises for the instructors, but I don't think it's enough for me ummm... attending seminars, and yeah, we attend webinars most often private ones. but seminar and conference, I don't think I've ever attended any since I came to this island because most of these things require that you move and the workload and the schedule you cannot just stand up and move like that. (**Anne**)*

4.1.2.6 Investment. Investment was another main theme that emerged in the interview data of the graduate students. The participants negotiated and constructed multiple identities in the study context and were seen as invested in their language learning as well as their professional development as a teacher. Feeling good about herself as an MA student and earning a living as a teacher in the following extract indicates a sense of fulfillment and satisfaction and a part of the participant identity as a professional. The extract overall highlights the intersection of language use, positive emotions, and ongoing professional development in the context of participant's identity. The habitual use of English and the pursuit of a master's program serve as investments that shape her identity within her professional and academic spheres.

Extract 53: *I feel good actually because for me I think it makes me happy. Having somewhere where you can get up every morning and come and learn new things. Okay… in my job milieu, I use English to communicate with my colleagues. I use English as well to communicate with my students in the classroom. I think I use English practically everywhere. Not quite often, but I can say recently it has been like a habit*

*due to my masters which I'm undergoing at the moment so it's kind of frequent and as well my colleagues around and my friends………. (**Clara**).*

Another aspect of the study participants' investment was associated with the precarious nature of their job and the financial challenges as a teacher. The subsequent extract raises important considerations about the financial aspects of teaching as a profession and the potential impact on teachers' ability to invest in their future, both professionally and personally.

Extract 54: *… If I move to where my university is located, half of my salary goes to accomodation. And the other half goes for bills then what do i have at the end? (**Anne**)*

4.1.3 Findings From the Classroom Recordings and Observations

The findings from the classroom observations indicated that through active participation in the study's contextual practices (both teaching and learning), participants negotiated and constructed a spectrum of identities, transitioning from a novice learner (undergraduate student) or teacher to a more experienced learner (graduate student) or teacher. The analysis of the classroom observation data revealed 3 main themes: enculturation into the new setting language and culture, identity negotiation and construction, and intertextuality. These themes will be expantiated in the following sections.

4.1.1.1 Enculturation Into The New Setting Language And Culture.

Enculturation was the process by which the individual became familiar with the new culture and language. In this regard, the three study participants were observed to use words such as hoca and tamam as two most frequently-used words by the Turkish professors and students in the study context.

Extract 55: have key words of the title, tamam? (**Anne**)

4.1.3.2 *Identity Negotiation And Construction.*

The classroom observation and recordings indicated that at times the three graduate candidates revealed their cultural identity as christians and French speakers as they explained different words to their students in English.

Extract 56: *The elevator. (Call it in French). (**Anne**)*

Extract 57 : *Hhhhh they'll meet my corpse. Jesus Christ!! (**Anne**)*

Extract 58 : *classify not French, classify and the simple past is (**Anne**)*

Part of the teaching job also required the three participants to manage the disciplinary issues in their classes and to establish their authority as a teacher. The two extracts below indicate how two study participants from this study struggled with teacher authority in their respective classrooms.

Extract 59: Teacher : *This is your day, Altinia. Describe how you feel and how you will react when you are faced with a dangerous animal. Altiniaaaaaaa? Ehhhhhh describe how you feel? And how do you react when you are faced with an animal? Don't you ever get tired of crying? Cry, cry, cry, cry? And it's going to stop the animal from coming towards you? No, what are you gonna do? Camile, what are you scared of? No, what is important? A presentation right? You have to take the center, you are the commander of that class so you need to have eye contact, body language not just words, but body language counts, your eye contact with the audience ensuring that David is getting what I'm saying, Sefir is agreeing with me and Ahmet is not distracted, he's not board that's why I need to face them. (**Anne**)*

Do you want it on or off?

Behza i am going to change your sitting position, i do not want noise from you

Salif how are you?

İ have given an exercise, come and sit down and do it

Salif stop complaining, you always have complains and excuses

Cagla come and sit here. It's not a group activity so work alone

Do the first exercise before the second one

Embrula why are you disturbing your friend? Work alone

*Aigerim and holga stop talking. Its an individual work and not group work (**Bella**)*

The graduate students also negotiated different identities in their graduate courses that they took from professors at the time. One of the graduate candidates was also observed in her master class on PRinciples and Methods of teaching. In what follows, Clara, a graduate student in this extract, negotiated her novice identity as a graduate student in the context as she negotiated her knowledge in a classroom discussion with her professor and classmates.

Extract 60: *Now when I'm looking at it, how is it possible? Silent and then exactly. How do you think the silent method is becoming popular? Kind of like looks But anyway that's what I got from the book but it kind of looks like the difference. Maybe at the level of the teacher In this other method from what I noticed kind of, the teacher is, no, the teacher is not the boss in this other method, the silent method but in the other method, but I think, yes. I don't understand how the teacher is the boss by keeping silent Hocam. Modeling yes, true. Yes, hoca. Kind of, kind of but the teacher knows when the student makes a mistake and kind of goes back to the beginning. But Hocam*

I think with the previous method. Students are kind of like communicating as well, more than. This one is just kind of, yes drillıng. Okay, now we move on to the theory of the language. Funny enough for his own ideology about language and meaning, experience has been attached to the meaning of language. I don't understand hoca. Linking maybe new knowledge to old knowledge kind of.

Yes Hoca I understand it but I'm struggling to

Yes, he equally believed that one's linguistic knowledge slightly contributes to his language and not the way to teach the methodology. Sometimes I try to understand it in my own way. Hocam looking at it actually I will say since this method actually focuses on the grammar part, not just grammar because we have yes, yes

Hoca you just confused me. Okay so linguistic knowledge slightly contributes to the learner's language and not the way you teach the methodology. From the way I understood it, the focus is not on the knowledge or methodology like the how, the process and everything but more on the linguistics like looking at the experience kind of like combining it together.

*Its organization is more similar to that of structural approach. Just like hoca said, that is focusing more on forms, sounds, structure, morpheme etc whereby language is seen as a group of sounds associated with specific meanings that are organized into meaningful sentences. Just like the sounds we saw she was pointing to different sounds, pointing to different colors and at the end the students could combine and form a sentence, meaningful. (**clara**)*

Extract 61: *From the videos actually that I watched, I said I couldn't really understand the method because the concept was really difficult for me. So from the videos that I watched, most of the videos there was no specific writing like on task writing but there was just kind of an association with colors and grammatical forms, structures. But in the book it says it but I couldn't really understand. (**clara**)*

4.1.3.3 Intertextuality

Intertextuality focuses on the process of giving reference, quoting another person's text either in a classroom discussion, presentation, seminar or conference. In this procedure, the connotation of one's text is shaped and influenced by its connection with other texts. Intertextuality in relation to this study was related to how one of the graduate candidates positioned herself in her graduate class as she referred to different texts or different issues covered in other classes or spaces and hence establishing herself as a legitimate and knowledgeable graduate student.

Extract 62: *I think if we remember from SLA last semester we saw something like ummm, is it a psychological construct, yes, we had the automatization, remembering, reconstructing. So the silent method as well deals with these aspects. Acquiring, storing, retrieving information as well (**clara**)*

The graduate candidate also resorted to intertextuality by quoting another student and using the student's knowledge to create connections with her presentation.

Extract 63: *So we now love the ummm role of the teacher, the learner and the materials with the syllabus. We start with the teacher. Teachers provide experiences to help students. Is it an experience? Pardon, exercises to help students develop their language easily. It's easy based on what Hoca said. Associating the mınd wıth somethıng.* ***(clara)***

4.4 Chapter Summary

This chapter focused on the data analysis of the data collected in this study. The results were analyzed in three sections as mentioned at the beginning of this chapter. The thirteen main themes that emerged were justified with sample extracts from the participants.

CHAPTER 5

DISCUSSIONS

In this chapter, the findings of the study will be discussed with reference to previous studies and research questions. Also, the chapter will include insightful recommendations that will help future researchers interested in exploring this topic, implications of the study, limitations of the study and summary of the entire study.

5.1 Discussions

The study had thirteen main findings: most students developed their language, knowledge and skill development, some students also experienced language deterioration and alienation. The study also showed that the participants' geographical location played a significant role in the construction of their identity because many changes occurred due to the novelty of the new setting. Further, some participants invested in their language learning experiences, got involved in language negotiation, expression and development. Also, the participants got involved in language socialization practices outside of the classroom, they experienced language transformation, modification, awareness and consciousness. Additionally, some participants faced challenges of EMI in an international setting, partook in teaching socialization experiences, constructed teacher identity and investment and also gained professional development in the new setting. Lastly, enculturation into the new setting language and culture, identity negotiation and construction and intertextuality were the last set of themes identified in this study. The results of this study were divided into three main topics: undergraduate students, graduate students and observations from both groups of students. The findings stated above will be discussed in accordance with the research questions mentioned in chapter one.

How do the identities and investments of students evolve during their stay in the study context? Some of these participants recounted that they experienced language, knowledge and skill development. Specifically, Gaby narrated that her expressions got better and she became more confident and comfortable communicating with her peers.

Aligning with Gu (2010), the results from this study revealed that participants might not notice their construction of language learning activities if they stay in the same place where they were born but when they move to a different environment, they will begin to notice and see these changes. Also, all but one participant became more aware and conscious of their language needs and learning processes. This awareness aided the study participants in monitoring their learning and as a result, developing their language and language teaching skills. An aspect of language development that students cultivated in the context of this study as they socialized into the new milieu was linguistic convergence. Language convergence arose as these participants in most cases altered their communication patterns in order to establish solidarity with others. As part of the alteration process, some of these participants also made some modifications to their accents as they came in contact with people from different nationalities in an international setting. These modifications were made in a conscious effort to blend into the new setting cultures.

How do Cameroonian students in an EMI context perceive themselves while interacting in English with other international students? There were mixed feelings when participants in this study perceived themselves interacting in English with other international students. Interestingly, while some participants experienced language development, others experienced language deterioration and alienation.This was the case of Anne who was unhappy that her language was taking a downward curve instead of the contrary. She was assertive of the fact that her English was better when she was in her country of origin but it unfortunately went down the curve when she came to Northern Cyprus because English is not the country's primary language, and they frequently had to conform their language to that of their new setting, English as a lingua franca. In some cases, language alienation occurred because these participants had limited contact with the local community due to either the study participants' low proficiency in Turkish (the language of the local community) or the local's low proficiency or no proficiency in English. One of the reasons for participants' hesitation to communicate with the locals was also due to their nervousness to speak Turkish or language shame that some of the participants experienced while interacting with others in their study context. This negatively impacted some of the study participants' self-esteem, and as a result, they began to

feel alienated. This result is in contrast to the participants in the study conducted by lou (2022) who had fewer opportunities to communicate with people outside the classroom, however, the participants in this study had great communications outside the classroom which influenced their identity construction.

How do the identities and investments of students evolve during their stay in the study context? The novelty of the new setting influenced and affected the participants in some ways because the majority of the participants in this study underwent various forms of socialization as they adjusted to their new environment and culture, becoming acquainted with the new norms and values of the new context. The study also showed that their geographical location was crucial to the construction of their identities. Similar to the study conducted by Anwarudin (2012), Cameroonian students' previous and new settings led to their enactment of new identities. Also, socialization with lecturers and professors in the new setting was quite different from what they had experienced in their home country. Evidence from the data revealed that the relations of power between teachers and students in both settings were distinctive. This power relations extensively played a vital role in the participants' construction of investment and identity because participants in this study viewed teachers as socialization agents. Flora recounted how she was very happy with the relationship she has with her teachers and how it has impacted her studies positively. This finding is related with a study conducted by Pennycook (1989) where he highlighted that power dynamics influence how language learners and members of target language communities collaborate with one another.

How do Cameroonian students negotiate their identities while interacting in an English as a Medium of Instruction (EMI) setting, and how do these identities influence their level of investment in learning English and their decision to continue their studies?

Additionally, these participants also experienced various forms of enculturation into the culture and language by becoming involved in the language and cultural practices of the new community as Spackman (2009) in his article educates us that learning a second language requires us to learn about the culture of the second language. In the

process, the participants adopted new norms and values while maintaining their own cultures. Socialization and enculturation into the new teaching and learning practices was also a major theme of this study. They recognized that educational methods, particularly the use of technology, in their new context was vastly different from what they had encountered in their native country. Some of them thought it was a tremendous culture shock because teachers in Northern Cyprus incorporate a lot of technology in their teaching as it should be in this time and age but the reverse is the case in Cameroon. Some participants in this study were also invested in their language learning experiences. Their stories suggest that learners' investment in learning a language is not only selective, but also shaped by their membership in various communities across time and space, including their imagined future identities Norton (2014). Chang (2016)

Drawing on Norton's theory of investment (2000), this study revealed that the diverse discourses that students participated in across time and space played a vital role in the students' investment in language learning. These individuals invested in both their English language education and their future careers as instructors in addition to being language learners. This zeal caused a shift in their learning experiences because they continuously reminded themselves of the kind of instructors they aspired to become. Additionally, According to the results, participants invested in their language learning and potential teaching careers by expressing, negotiating, and creating new identities while engaging in the educational activities of the new contexts.

In the same light, the construction of identity and investment is almost impossible without language socialization beyond the four walls of the classroom. Language socialization happened in a variety of settings for the study's participants. In line with Duff's (1995) study findings, the participants in this study integrated themselves into the new community's customs outside of the classroom in addition to socializing with peers and teachers in the classroom. Norton and Toohey (2001) argue that the key difference between good learners and poor learners is that good learners "exercise human agency to negotiate their entry into the social networks so they can practice and improve their competence in the target language" (p. 256). This is the case of the study participants who had numerous opportunities to socialize in the new

setting, making new friends and making memories with students of different countries while also learning, relearning, and unlearning certain prejudices.

On the other hand, the data findings from the graduate students and inservice teachers were quite different from that of undergraduate students. Out of the three graduate participants, two had less than two years of teaching experience and one had more than three years of experience. These participants experienced language transformation, modification and awareness. Taking into consideration the fact that English is the first language of some African countries , especially that of our participants, accents typically seem to be an issue when speaking with others in the international environment. Therefore, research participants frequently changed their English accents in an effort to communicate more successfully with others in the new setting. Regardless of the fact that language development and modification experiences were repeatedly shared, one participant had concerns about the fact that her language deteriorated as a result of the fact that the setting she found herself in was an EMI setting and English was a lingua franca.

Also, some of these participants faced challenges and difficulties as foreign language instructors in an environment where they were unfamiliar with. Some of the students in this setting were perceived to be rude and disrespectful which occasionally made it difficult for the study participants to adjust to their new work environment and consequently, invest in their career. Also, the graduate study participants also had to become acquainted with the teaching strategies in their new school and modify their previous classroom management skills to diminish the level of disrespect they get from students.

To what degree do students view learning English as a valuable investment in their future? In addition, participants expressed their active engagement and involvement in the construction of different identities as they perceived themselves as teachers in the study context, adopted different roles, and became aware of the unique characteristics of students and classes in an international setting. Their identity was also shaped and molded by a dynamic interaction of personal, professional, and social circumstances in the research area. Another facet of the participants' identities was the

sense of fulfillment they had while teaching in the study context. These participants gave a recount of their edifying aspects of teaching. They loved the fact that their students were from different nationalities which prompted them to learn from their students coming from various countries thereby showing teachers who are invested in their learning. Moving forward, another feature of the study participants' overall experiences was their novice teacher identity. One student specifically recounted how significant her first day of teaching was and how it played a fundamental role in her teaching career. In the study context, participants negotiated and formed different identities and were perceived as invested in their language acquisition as well as their professional growth as teachers. Another aspect of the research participants' investment was related to the unstable nature of their profession and the financial constraints of being a teacher. Important questions concerning the financial implications of teaching as a career and the possible influence on teachers' capacity to make both professional and personal investments in their future are brought up by some of the participants.

The results of the observations made in the classroom showed that participants negotiated and constructed a spectrum of identities by actively engaging in the study's contextual practices (both teaching and learning), moving from a novice learner (undergraduate student) or teacher to a more experienced learner (graduate student) or teacher. This is in line with Lave and Wenger (1991) construct of community of practice. Enculturation into the new setting language was one of the themes identified from the observations. In this regard, some study participants were observed using words such as hocam and tamam, which were two of the most frequently used words by Turkish professors and students in the study environment. The classroom observations and recordings further demonstrated that the three graduate candidates' cultural identities as Christians and French speakers were disclosed at times as they explained different words to their students in English. Part of the teaching profession also required the three participants to manage disciplinary concerns in their courses and establish their authority as teachers, which at times indicated their roles as novice teachers.

Graduate students also expressed different identities in their graduate courses as they negotiated their novice identities when interacting with more experienced members of their community (lecturers and professors). The graduate students also were observed discussing their expertise in class discussions with their lecturers and classmates, navigating their novice identity as graduate students in the process. They also resorted to various forms of intertextuality and hence as such negotiating their identities as either novice or experienced members of their graduate classes.

5.2 Conclusions

Adopting a qualitative case study methodology, this study sheds light on the process and struggles second language learners encounter when constructing identity and investment especially in an unfamiliar setting. Nevertheless, it is interesting to see the level of growth these participants have attained in their stay in Northern Cyprus. Not only have some of these participants improved their linguistic knowledge but they have also adapted to the customs of their target community by socializing with locals and international students, learning and adapting to new teaching styles, strategies and methods and most importantly learning how to incorporate technology in their learning experiences. Out of the seven participants that partook in this study, one of them was not invested in their language learning experiences because during the observations, it was recorded she did not partake in any communicative practices in the classroom. The case of this participant shows that not all students in the classroom can construct identities and invest in their language learning. Some students feel unmotivated, discouraged and sometimes think they are better than their teachers. Additionally, the graduate participants gained more experience on professional development and classroom management by socializing with their colleagues, learned about different teaching styles and created an awareness for them to modify their accents and their teaching management skills. Some of the participants also developed different forms of identities and invested in their language learning practices and teaching strategies. Additionally, power relations, along with easy access to and acceptance by the new community, afforded multiple socialization opportunities for the study participants to develop their language and teaching skills. I was clueless on the importance of power relations and its effects on language learning till I conducted

this research. Through the detailed narratives these Teachers would be surprised how impactful these things can be and how students can construct identities and develop a sense of who they are. Teachers would be astonished at how powerful these things may be in terms of helping pupils form identities and establish a sense of self.

5.3 Recommendatıons For Future Research

I believe that this study is the first attempt to study language learner and teacher identity of Cameroonian students at Final International University and Northern Cyprus in its entirety. This should serve as a basis for future academics to investigate the topic further, either in the same or a different setting. The following points are recommended for future research:

1. The participants in this study were undergraduate students and graduate students and inservice teachers who coincidentally and unintentionally happen to be all women. In this case I would love to see other researchers conduct studies on Male students and inservice teachers learning experiences and identity and investment construction.

2. Additionally, it would be of great significance if future researchers can conduct a study on language teachers investment and identity construction only because in as much as these constructs are beneficial to students' language learning growth, it is also important for teachers to consciously invest in their teaching practices in their respective classrooms.

3. Also, this research highlighted and raised many significant issues related to language education and It would be interesting if researchers can also conduct studies on the role power relations has on students identity and construction.

4. Additionally, it would be great to see more studies on identity construction on students from other nationalities who leave their home countries to study in other settings and how this movement plays a positive role in their identity construction.

5. Furthermore, this research should serve as a basis for the Cameroon education system to improve their language learning facilities by compulsorily incorporating technology into education in all sectors.

6. Last but not the least, it would be intriguing to read studies on research examining the negative impacts relocation and culture shock has on students' language learning.

5.4 Study Implications

Taking into consideration that the main constructs related to this study identity and investment are underrepresented by students and researchers in Cameroon, this study will create an awareness on the importance of these constructs in English language learning in this country and other countries internationally. This research intends to shed more light on the fact that learning a language does not consist of only learning the linguistics, grammatical and phonetic structures but also the role language can have on identity formation. Also,this study highlights the importance of social interaction in second language learning. This study will educate students and researchers on the difference between motivation and investment because both terms are often considered to be the same and are often misconstrued. In a globalized world, the notion of "language learner" has to be understood as a complex individual possessing a wide range of dynamic social and contextual identities Higgins (2011). Finally, ESL teachers are required to spend time getting to know their students' investments in their English learning and adopt a more student-centered approach, encouraging students to be expressive of their feelings while learning English and equipping them with the skills they need to take control of their lives.

5.5 Study Limitatıons

One of the limitations of this study was the number of study participants and particularly their gender, all females. Another limitation of the study is that the students in this study were interviewed just once, which somewhat restricted the study participants' insights. Finally, the study can be improved if there is a triangulation method of data collection. For instance, preparing questionnaires for students to know their learning experiences and their investment and identity journeys.

5.6 Study Summary

The purpose of this study is to investigate the investment, identity and language learning and development practices of Cameroonian students at Final international university in Northern Cyprus. The data in this study was collected through interviews and observations. The main findings of the study demonstrate that when students relocate to a new country and get acquainted with a new environment, certain changes are unavoidable. The extracts from the participants reveal that they experienced language socialization in and out of the classroom which aided with their language, knowledge and skill development. This interaction also created an awareness in some of the participants about their language deterioration and alienation. The new setting also influenced the participants to partake in language and accent modification practices. In the same light, the graduate participants in this study benefited from the professional development experiences of their institutions, and faced some challenges that helped them maneuver their classroom management techniques. Finally and most importantly, these participants constructed and negotiated identities in their classrooms and outside the classrooms. They also invested time in learning the language not just to get grades but with the desire to become great English language tutors in the near future.

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APPENDIX A: ETHICAL APPROVAL

İÇ YAZIŞMA / INTER OFFICE MEMORANDUM

ULUSLARARASI
FINAL ÜNİVERSİTESİ

Gönderilen/To: Tasong Tsofac Sharon   **Tarih/Date:** 02/03/2023

Gönderen/From: Prof. Dr. Hüseyin YARATAN   **Ref/Sayı:** 100/050/REK.001
Rector

Konu/Subject: About ethical approval

In line with the decision taken at the Ethics Committee meeting on February 28th, 2023, it was decided that your study was ethically and scientifically appropriate.

Distribution: Chair of the Ethics Commitee

Ethics Committee Decision:

Decision No 2023/005/02:
The application titled "An investigation of FIU students' investment and identity in English-medium programs" was submitted by Tasong Tsofac Sharon to the Ethics Committee for ethical approval to be conducted under the guidance of Asst. Prof. Dr Abbas Hadizadeh. The application has been considered by the Committee and the proposed research, rationale, purpose, approach and methods stated in the application were found ethically and scientifically appropriate.

SK/HY

APPENDIX B: UNDERGRADUATE STUDENTS INTERVIEW QUESTIONS

1. What's your mother tongue?
2. What were your impressions when you first came to Northern Cyprus?
3. How would you describe your language skills (English) when you came to Northern Cyprus?
4. How important is English in your University life?
5. Whom do you interact with on campus? When you are off campus, whom do you interact with? How does language ability impact your social life? problems or challenges that you face, either by modifying your English to accommodate other international students or lecturers.
6. Describe your new friends after arriving at FIU? What language do you use and Have you faced any challenges/opportunities in terms of communication?
7. Have you experienced any rewarding or fulfilling things since you started your education or studying on the island? (like different ways of learning, different cultures, different accents, pronunciations, Englishes…the relationship between students and or lecturers, values, punctuality, traditions, ways of learning and teaching, the use of technology in the classroom, syllabuses, course descriptions or outlines, projects, essays, …)
8. Have you experienced any challenges or difficulties in terms of your adaptation, enculturation or socialization into the university culture (the relationship between students and or lecturers, values, punctuality, traditions, ways of learning and teaching, the use of technology in the classroom, syllabuses, course descriptions or outlines, projects, essays, …)
9. Have you experienced any challenges or difficulties during your exams, as a Cameroonian student and here in Northern Cyprus, difficulties with assessment and type of exam questions,
10. Can you recount a rewarding or challenging experience from your study period?

11. Where do you communicate with others through English?
12. What do you do after university/college?
13. Have you noticed any changes in terms of your beliefs, learning styles or strategies, the most significant changes or transformation or challenges? (e.g. Language awareness or development)
14. Please elaborate on your socialization into the university context with other international students and Cameroonian students, what language do you use? How do you modify your language, if any, like modifying your speech rate, vocabulary, grammar, pronunciation, etc…? / How do you enculturate and socialize with other students, both cameroonians and other students? do you attend any social activities, events, gatherings, ….?
15. Do you socialize with other people in any particular activity and how (with other students from other countries and cultures)?
16. For example, do you think after you started your education on the island, you tried to speak a more standard English than the one you spoke at home?

17. What do you think about your English in the FIU and Northern Cyprus context? Do you think you speak a good variety of English?

18. Do you make any changes to your English when you speak with other international students? What kind of modifications do you make to your English when you speak with other international students?

19. Do you think your English has evolved or improved since you came to this Island? How much invested are you in improving your English? Please elaborate.

APPENDIX C: GRADUATE STUDENTS INTERVIEW QUESTIONS

1. How do you feel being a teacher at FIU? and how is it different from the context of Cameroon?
2. Describe your communication experiences through English in the workplace. (when, whom, how)? What are the differences between Cameroon and here when it comes to teaching?
3. Describe the most unforgettable teaching moments here at FIU.
4. How do you perceive your English in comparison to other colleagues? Do you make any changes to your English when you teach English in your classes?
5. How would you describe your language skills (English) when you came to Northern Cyprus and how do you describe it now?
6. Do you think you need to develop or improve your English? If yes, how do you improve your English?
7. How does your job contribute to your personal development?
8. How do you professionally keep yourself updated?
9. What kind of problems, if any, have you experienced in your job as a teacher?
10. Do you think your English has evolved or improved since you came to this Island? How much invested are you in improving your English as a teacher? Please elaborate.
11. Has the job sustained you well? Have you found the job fulfilling? What is the most challenging and rewarding aspect of your job? Please elaborate.

APPENDIX D: TRANSCRIBED INTERVIEWS

CLARA

INTERVIEWER: Good afternoon, Miss. How are you today?

PARTICIPANT: I'm okay and you?

INTERVIEWER: I'm fine. Thank you. All right. So welcome to this interview session. Please try as much as possible to give accurate and elaborate responses and straight to the point.

PARTICIPANT: Okay.

INTERVIEWER: Okay, so to begin with, how do you feel being a teacher at Final International University?

PARTICIPANT: I feel good.

INTERVIEWER: Just good? Why do you feel good?

PARTICIPANT: I feel good actually because for me I think it makes me happy. Having somewhere where you can get up every morning and come and learn new things.

INTERVIEWER: Ummm….

PARTICIPANT: Yes it makes me feel good and of course the money at the end the money makes me feel happier.

INTERVIEWER: Okay, describe your communication experiences through English in the workspace. Like when do you use English to communicate?

PARTICIPANT: Okay… in my job milieu, I use English to communicate with my colleagues. I use English as well to communicate with my students in the classroom. I think I use English practically everywhere,

INTERVIEWER: Everywhere?

INTERVIEWER: Everywhere?

PARTICIPANT: Yes.

INTERVIEWER: Do you have some of your colleagues that are from different nationalities? Do you speak their native languages Sometimes?

PARTICIPANT: That question is kind of tricky because my colleagues with whom we are from the same country, it's quite scarce.

INTERVIEWER: Ahhhmmm….

PARTICIPANT: Yes, most of the time it's, it's not frequent to speak English with them but I do have colleagues from other nationalities who are Africans and we speak just English.

INTERVIEWER: Alright, describe the most unforgettable teaching moments here at FIU.

PARTICIPANT: Hahahaha

INTERVIEWER: So your teaching moments could be positive or negative, or you could decide to give me both, both of them.

PARTICIPANT: Okay. When you talk about unforgettable what do you mean? I don't understand

INTERVIEWER: an experience or a teaching moment that really created an impact in your life. Something that you can't shake out of your brain, something you can't forget.

PARTICIPANT: If i have to be honest with this question actually, It has to do with the first day of teaching, actually you know when you get into the classroom the first day and you're not like sure you don't yet have that absolute confidence

INTERVIEWER: Confidence in yourself?

PARTICIPANT: Yes. So I think for me, that will forever remain one of my memorable experiences, because it's from there, I had to build up something.

INTERVIEWER: Okay, interesting. How do you perceive your English in comparison to other colleagues?

PARTICIPANT: Like, what do you mean? Like, is my English superior or less? So? Is that what you mean?

INTERVIEWER: Yeah.

PARTICIPANT: Okay, if I want to be honest with this, there are some colleagues that actually feel okay… I need to upgrade and there are some that I feel like no I'm upgraded actually so it kind of goes both ways actually soo….

INTERVIEWER: So in other words you think there are some colleagues that you feel like you're superior to and some colleagues you feel like you're inferior to them?

PARTICIPANT: Yes.

INTERVIEWER: Okay do you make any changes or any adjustments to your accent when you're teaching your students?

PARTICIPANT: Actually, I've done that quite a number of times because one thing I noticed when I started teaching is that when I based on my Cameroonian accent, it was difficult for..for some students to…to understand me, actually so I've had to, and I think I still do that. I still adjust my accent for some students to understand me.

INTERVIEWER: Okay how will you describe your language skills, your English language skills when you came to Northern Cyprus and how do you describe it now?

PARTICIPANT: My skills like listening?

INTERVIEWER: Yes….listening, speaking, reading, writing.

PARTICIPANT: Okay. So for the writing part, and the speaking part, I think I was quite up to date but when regarding the listening, I think I had a lot of challenges with the listening because based on where I come from listening is not really something we are kind of versed with so it was really challenging for me. So I think that's one aspect and I think over the period of time I've been in Cyprus, I've really developed my listening skills.

INTERVIEWER: Okay? So apart from the listening skills, which you have had to improve yourself on, are all the other skills okay?

PARTICIPANT: Uhmmm….I think I've ameliorated them as well but not as the listening part.

INTERVIEWER: Interesting. Okay, so do you need to improve or develop your English? And if yes, how do you improve your English?

PARTICIPANT: Of course, we always need to improve and develop what we already have. Yes. So, regarding how I intend to do that, I think one of the ways I learned from one of my teachers was the fact that to improve your English you have to like to watch more movies and news. Yes. Um, I can say I've really been watching a lot of movies to develop my English.

INTERVIEWER:Okay, fair enough. How has your job contributed to your personal development?

PARTICIPANT: A lot

INTERVIEWER: how?

PARTICIPANT: And so, in relation to my job, first of all, we can say it has given me the experience it has given it has created the atmosphere actually, because there is a saying that you learn more by doing.

INTERVIEWER: Uhmmmm…

PARTICIPANT: Yes. So I feel like I know that I am on the verge of improving due to what I'm doing. So my job has given me room or created a space for me.

INTERVIEWER: Okay. How do you professionally keep yourself updated?

PARTICIPANT:Through research

INTERVIEWER: Research?

PARTICIPANT: Yes.

INTERVIEWER: Do you carry out research often?

PARTICIPANT: Not quite often, but I can say recently it has been like a habit due to my masters in which I'm undergoing at the moment so it's kind of frequent and as well my colleagues around and my friends……….

INTERVIEWER: Alright… So does your school organize seminars, webinars, conferences that help or improve your professional career?

PARTICIPANT: A lot……Yes.

INTERVIEWER: Have you attended any of them?

PARTICIPANT: Yes, I've attended a lot of them.

INTERVIEWER: Can you remember any?

PARTICIPANT: Uhmmmm…I can remember, but I cannot remember the name of the conferences.

INTERVIEWER: Okay. But were they helpful? Did you learn some things from them?

PARTICIPANT: Yes actually, they were quite helpful regarding my professional development ,regarding my skills, yes.

INTERVIEWER: All right.

PARTICIPANT: as a teacher….

INTERVIEWER: interesting. So what kind of problems have you experienced and have you faced in your job as a teacher? But before we move into that, how long have you been teaching?

PARTICIPANT: I can say two years.

INTERVIEWER: So yes. What kind of problems? Have you experienced it? No teacher has a perfect experience so there must be some loopholes.

PARTICIPANT: But I don't quite understand the question. When you say problems like is it problems with the school,with students?

INTERVIEWER: No not with the school but in regards to classroom management or problems with transferring the knowledge, problems with students understanding your accent or understanding your method of teaching? It could be any of these problems.

PARTICIPANT: Okay. So regarding that aspect, I will say there is like kind of a major problem when it comes to classroom management actually yes because there's a kind of system in which as a teacher, or let me just say a teacher from a different country there's a kind of classroom management that you want to implement in your classroom that do to where you are, it's difficult to implement such classroom management and face with the students. Sometimes it's really difficult to manage in some cases in the classroom. So I believe that's one if I can say that's one of my major challenges.

INTERVIEWER: Do you feel like you're sometimes being disrespected in your classroom?

PARTICIPANT: Alot

INTERVIEWER: By international students or by African students?

PARTICIPANT:sense of discipline or respect from them.

INTERVIEWER: Interesting. So do you think your English has improved or evolved since we came to this island?

PARTICIPANT: Well, yes, like I said, it has helped me to improve some of my skills better, like I said, the listening and speaking as well. And also, my job has helped me a lot.

INTERVIEWER: So how much have you invested in improving your English not as a student, but as a teacher?

PARTICIPANT: Like I said before, in terms of research, yes. I think I answered this question before through research, I have kind of invested in improving my English as well. I learned a lot as well from the students. Yes.

INTERVIEWER: Okay, so has this job as a teacher been sustainable? Has it sustained you well?

PARTICIPANT: What do you mean by sustain?

INTERVIEWER: Financial sustainability and professional sustainability. Are you happy?

PARTICIPANT: INTERVIEWER: Okay. Do you find the job fulfilling?

PARTICIPANT: Yes, yes, very fulfilling,

INTERVIEWER: And what is the most rewarding aspect of your job?

PARTICIPANT: The most rewarding aspect, I have two, okay. The first one is seeing my students succeed and the second one is having something to take care of your family at the end of the day

INTERVIEWER: You're so much interested in money.

PARTICIPANT: Hahahaha

INTERVIEWER: Thank you, Miss. Thank you so much for your time and thank you for accepting to participate in this interview.

PARTICIPANT: You're welcome. Have a nice day.

BELLA

Interviewer: Good morning, Miss

Participant: good morning

Interviewer: How are you doing today?

Participant: I am good thanks, and you?

Interviewer: I'm good. So, are you ready for the interview?

Participant: Yes, I am.

Interviewer: all right to begin with, I know you are an English language teacher at FIU, right?

Participant: Yes, I am.

Interviewer: for how long have you been teaching here?

Participant: two semesters.

Interviewer: Two semesters, that is approximately 1 year.

Participant: yeah

Interviewer: So how do you feel being a teacher at Final International University?

Participant: Uhmmmmm Sometimes it's comfortable, but sometimes there is pressure from the work.

Interviewer: What kind of pressure are you talking about?

Participant: When you have to fill in results and the students are waiting for the results, there is much pressure during the exam period to grade the papers and fill the results into the system.

Interviewer: Okay, interesting. So, what you are trying to tell me is that apart from the pressure you experienced during examination periods, you don't experience any other pressure? Like the teaching pressure?

Participant: uhmmm sometimes there is pressure too in the teaching, because sometimes we have to rush the units to complete the syllables.

Interviewer: Okay, Alright good.so how can you describe your communication experiences through English in your workspace? Like Whom do you communicate with? When do you communicate? and how do you communicate in English?

Participant: Okay I talk to everybody, I talk to everyone that I'm comfortable with but sometimes people I'm not that comfortable with a greeting is okay, greeting them is okay in English.

Interviewer: okay so with those who you are comfortable with, how often do you communicate with them?

participant: All the time.

Interviewer: All the time, and when do you communicate with them?

Participant: when!! Err when I'm chanced. When I have the opportunity. Anytime any opportunity comes up I communicate with them.

Interviewer: Alright so with those you are comfortable with I'm assuming they are your friends, right?

Participant: Yes.

Interviewer: do you communicate with them in English, in standard English or do you use your native language which is French, or do you use a variety like the dialect?

Participant: sometimes French, pidgin and English.

Interviewer: Okay, so sometimes English, pidgin and French?

Participate: French

Interviewer: which language is more dominant?

Participant: Ermmm I think Pidgin.

Interview: Pidgin… okay. Interesting, so as every teacher ermmm there are some unforgettable teaching moments in every teacher's career so what are some of your most unforgettable moments.it could be positive, negative or both?

Participant: (silence) can we move to the next question, I'll come back to this.

Interviewer: Okay, Fair enough. So how do you perceive your English in comparison to other colleagues? Do you make any changes to your English when you teach English in your class?

Participant: yes, when I teach English in my class, I make changes.

Interviewer: what kind of changes?

Participant: Sometimes I am slow to speak while teaching so students can follow up. Sometimes I have to change my accent so that some of the students can understand.

Interviewer: Okay so from the discussion we had prior to this interview you made me understand that you teach modern English right, and I think most of the students there are quite knowledgeable about English, so when you get to classes like that, do you reduce your pace or do you speak normally?

Participant: I reduce my pace.

Interviewer: why?

Participant: Because I assume it's not everybody that really really understands English.

Interviewer: okay.. okay. So how do you perceive your English in comparison to other colleagues?

Participant: how? (In doubt)

Interviewer: how do you… okay lets take for example, imagine 3 colleagues here that you look up to, because as every teacher I'm sure there are some colleagues you look up to. How do you perceive those colleagues' English to yours? When you listen to those colleagues talk, do you try to reflect on your English? Do you try to compare their accent, their vocabulary strength and their speech strength, do you try to compare theirs with yours?

Participant: Yes, sometimes I try to compare their vocabulary with mine.

Interviewer: Okay, All right. What about the accent?

participant: and their accent too.

Interviewer: do you copy…?

participant: yes, sometime copy some Words and how the pronounce some words

Interviewer: Okay, all right. How will you describe your language skills when you came to Northern Cyprus and how it is now?

Participant: before I came to Cyprus I mostly spoke pidgin.

Interviewer: okay..

Participant: I only spoke English maybe in formal settings that required me to speak English but as of I've since I came I've been to Cyprus since we mostly teach and we mostly interact with purely English speakers I think my level of speaking English has increased more.

Interviewer: okay. Alright so I'm assuming you know that English has four skills speaking, reading, writing and listening so you've spoken just about one skill could you please elaborate on the other three skills. How are you reading now ?How is your listening? How is your writing?

Participant: My reading, my reading, apart from I think i'm reading more as a teacher now because but then I wasn't since I wasn't a teacher. I wasn't really reading, but now since i'm studying and i'm teaching at the same time so my reading skills have increased because you have much to read even to teach and much to read on your part as a student. My listening skills, because I have to pay more attention, I have to listen more to students when they talk because sometimes I have, sometimes they have to repeat words for me to understand what they are saying. So I pay close attention to what they are saying. So my listening skills have increased.

Interviewer: okay

Participant: as of writing, it doesn't change. My writing is just normal.

Interviewer: Okay, so do you think you need to develop or improve on your English? If yes, how do you improve your English? Do you think you need to develop or improve your English?

Participant: Yes, I think I need to improve on my english. And one way I think of improving my English is reading the phonemic chart.

Interviewer: phonemic chart?

Participant: Yes. Everyday.

Interviewer: That is something that so many people shy away from.

Participant: yes.

Interviewer: okay is that something you do very often or its something you intend to?

Participant: I started it like I did it for just a week and I got busy. I forgot about it, but its in my mind, I have to do it.

Interviewer: okay. Hopefully after this interview you are going to be disciplined enough to get to it?

Participant: Yes

Interviewer: Okay, Fair enough. So how does your job contribute to your personal development?

Participant: My job helps me to have more experience.

Interviewer: Could you talk about some of the experiences you have gained from teaching at FIU?

Participant: Some of the experiences I've had like, I've become bold.

Interviewer: Bold!!

Participant: Because at first I don't I couldn't imagine myself teaching or standing Infront of students to talk since I'm naturally a shy person. So I've become bold, I can express myself openly. I've gained, I think, the main skill I've gained.

Interviewer: I believe you have gained more confidence as well.

Participant: yes confidence too while talking.

Interviewer: because some of you could be bold but not confident.

Participant: (in agreement) bold but not confident.

Interviewer: Interesting. So how do you professionally keep yourself updated? Do you just teach with what the school provides or do you consciously, consciously carry out personal research on things you need to learn in order to become a better instructor?

Participant: okay. I don't only depend on the syllables of the school I also look at the needs of my students. So, I look for extra materials which can help them to understand.

Interviewer: okay.

Participant: so while looking for extra materials,I learn new things too.

Interviewer: okay. Do you attend conferences, seminars?

Participant: yes.

Interviewer: webinars?

Participant: Yes I do.

Interviewer: Is there anyone you can remember? Just like one example.

(silence)

Interviewer: Does your school organize seminars and webinars?

Participant: yes, the organize seminars, conferences

Interviewer: and workshops?

Participant: yes

Interviewer: interesting, all right. So what kind of problems, if you have encountered any, have you experienced in your job as a teacher?

Participant: I have experienced, I do not know if it's general but as a Black teacher, since I'm small, I've experienced students disrespecting me.

Interviewer: like minimize?

Participant: yes, minimizing me, yes.

Interviewer: So how do you feel when students minimize you? Does it affect your self-confidence? Does it affect your productivity as a teacher?

Participant: No

Interviewer: So how do you handle such cases?

Participant: I let them be. I just think maybe they are ignorant as they grow they will understand. I don't.

Interviewer: okay, so apart from that you haven't experienced any other problems.

Participant: Yes

Interviewer: okay… good. So, do you think your teaching English has evolved or improved since you came to this island? And how much have you invested in improving your English as a teacher?

Participant: can you repeat the question?

Interviewer: okay. So do you think your English has evolved since you came to this island?

Participant: yes, my English. So much.

Interviewer: so much!!

Participant: Yes.

Interviewer: Okay. If we could use percentages to describe your improvement, how much or how many percent, we allocate to your improvements?

Participant: 90%

Interviewer: 90?

Participant: yes.

Interviewer: So how many percent was it when you were in Cameroon?

Participant: since I wasn't speaking English that much, except in formal settings. My English was about 60 or 70.

Interviewer: so, in the course of 1 year you have gained a 30% increase, which is very phenomenal?

Participant: Yes.

Interviewer: okay… so how much invested are you in improving your English as a teacher?

Participant: how much invested?

Interviewer: how intentional are you in improving your English as a teacher? So let's take an example. Let's give a scenario, you have, it's an SFL faculty, right? And you have a variety of students from different cultures and different nationalities, and you know every nationality has its perks. Like they have different accents, different ways of understanding and they have different ways of producing their speech. So as a teacher that is teaching different students from different nationalities. How do you think this setting or scenario has improved your English reading? Have you consciously invested time and effort in shaping your English to suit your student?

Participant: yes, yes, I think I have invested time and effort to shape the English to meet the level of my students.

Interviewer: could you give some specific examples, maybe some students in your class who could not understand you at the beginning and there is a better relationship now.

Participant: Yes for example, for example when I tend to deal with the French speakers, who are mostly French oriented, I have to bring the vocabulary while pronouncing so that they can understand.

Interviewer: okay

Participant: I wouldn't pronounce words the same way, I wouldn't pronounce words for the speakers the same way as I pronounce words for the native speakers of English.

Interviewer: Okay, interesting. Okay do you think that conscious efforts have simplified your experiences in the classroom?

Participant: Yes I think so.

Interviewer: alright. So has the job at FIU sustained you well? Do you find the job sustainable?

Participant: how?

Interviewer: Do you think the income permits you to cater for your needs and do you think the experience is sustainable enough for you to build your teaching career.

Participant: Based on these we can't say it's the whole, we can't say only these experiences here since building a career is a process I can't say only this experience at FIU has contributed. I can say it has only contributed its part. And about the… on the part of the financial aspect... somehow its manageable.
Interviewer: okay… okay so do you find the job fulfilling?
Participant: I can say, I just want to gain experience, experiences so I can say its fulfilling somehow. Through it I'm gaining some of the experience I need.
Interviewer: okay. So to conclude this interview session what is the most rewarding aspect of your job?
Participant: most rewarding?

Interviewer: yes. So you have been teaching in FIU for 2 semesters and I suppose you teach every day.
Participant: yes
Interviewer: So, 5 days a week. In that period of time have you had that wow moments that you are like "oh my God" this is something that I find very fulfilling, or this is something that has really touched my heart?
Participant: Interviewer: you felt fulfilled?
Participant: yes
Interviewer: and rewarding?
Participant: yes
Interviewer: okay.. alright.
Participant: it's like I felt like oh I'm not wasting my time on these students(laughs).
Interviewer: ahh I can imagine the feeling. Okay, thank you so much for your time and thank you for the honest responses
Participant: you're welcome
Interviewer: see you

GABY

INTERVIEWER: Good afternoon miss
PARTICIPANT: Good afternoon hocam
INTERVIEWER: How are you today?
PARTICIPANT: I'm fine and you?
INTERVIEWER: I'm good. Thank you. So welcome to this interview session. Please make sure that your responses are as accurate and real as possible okay?
PARTICIPANT: okay.
INTERVIEWER: Are you ready?
PARTICIPANT: Yes. İ am
INTERVIEWER: All right. So the first question, what's your mother tongue?
PARTICIPANT: My mother tongue is called bafut
INTERVIEWER: How often do you speak it?
PARTICIPANT: Rarely
INTERVIEWER: Rarely?
PARTICIPANT: Yes
INTERVIEWER: Any reasons?
PARTICIPANT: Because I don't really know it. I can understand but when I speak it, they always laugh at me so I don't speak.
INTERVIEWER: Did you have an opportunity to improve your speaking and you voluntarily decided not to or you have no opportunity to improve your speaking?
PARTICIPANT: I had opportunities to improve my speaking, like during holidays I always go to my grandmother but I understand I think I was improving with understanding but not with the pronunciation of the words.
INTERVIEWER: Fair enough. So what were your impressions when you first came to Northern Cyprus?
PARTICIPANT: When I came to Cyprus, I knew I was coming abroad, I was going abroad, normally as I left Cameroon, and I knew that everything I'm going to meet will be far better than what I experienced in Cameroon.
INTERVIEWER: Uhmmmmmmm So were your expectations cut short or not?
PARTICIPANT: 50/50? Actually I will say yes there were some….

INTERVIEWER: So you used the term abroad? Are you trying to tell me that Northern Cyprus is not abroad?

PARTICIPANT: Northern Cyprus is abroad but not as i expected and let me say maybe I was having high expectations.

INTERVIEWER: Okay. You had more expectations than what you met?

PARTICIPANT: Yes.

INTERVIEWER: All right. Good. How would you describe your language skills when you came to Northern Cyprus, your English language skills where you came to Northern Cyprus?

PARTICIPANT: Okay, I think right now… before I came to Northern Cyprus, let me say I cannot really express myself very well …

INTERVIEWER: in English?

PARTICIPANT: In English… Yes, I speak English but I don't talk too much. Like even in class in my secondary school I rarely answer questions but I think I've improved that.

INTERVIEWER: Do you think you're more extroverted in Northern Cyprus?

PARTICIPANT: Yes.

INTERVIEWER: Are you more interested in class?

PARTICIPANT: Yes. When I know the answers, I don't keep it, I always say it.

INTERVIEWER: Interesting. How important is English in your university life?

PARTICIPANT: It's very important

INTERVIEWER: How?

PARTICIPANT: I'm just trying to improve my English every day, every time I just want to improve my English because I knew that I need it to teach

INTERVIEWER: Considering the fact that you're going to be an English teacher in a year..

PARTICIPANT: Yes.

INTERVIEWER: Do you think learning the language is important for yourself and for your students?

PARTICIPANT: Yes, it is. It's very important because if I don't know the language, then I'll not be able to teach them and impact their lives.

INTERVIEWER: So with whom do you interact on campus?

PARTICIPANT: On campus I think actually my Cameroonian friends because we're always in the same class, but the semesters that I am not with them, I interact with the Ivorians, few of the whites, few of the other classmates from different nationalities.

INTERVIEWER: what nationalities?

PARTICIPANT: with the Turkish i think Yeah, mostly interact with the Turkish.

INTERVIEWER: So apart from Cameroonian students, you interact with Ivorians and Turkish students

PARTICIPANT: Yes, I do.

INTERVIEWER: Are there other nationalities in your class apart from these two nationalities?

PARTICIPANT: Yeah there are Russians, Uzbekistans, Kazakistan but i interact with them when necessary

INTERVIEWER: when necessary…. Okay fair enough. With whom do you interact with off campus?

PARTICIPANT: I have Nigerian friends. Actually, I stay in Nigeria and we communicate and mostly in English. Apart from that, in church I have both Cameroonians and Nigerians but out of campus, I don't even communicate with whites except if I go to stores.

INTERVIEWER: To markets?

PARTICIPANT: Yes to markets

INTERVIEWER: okay. How has your language ability impacted your social life?

PARTICIPANT: I think my ability in the language has impacted my social life in that when I communicate now, socially, I like spot errors in my communication or in the person who is talking to me. So I think, for the fact that I'm learning English, I spot more errors than I used to.

INTERVIEWER: Do you think the level of English you have attained at this point in life has made you more confident when you're interacting with people in a social context?

PARTICIPANT: A little bit more confident Even though I know that I still have much work, I have much work actually.

INTERVIEWER: Okay, but one thing you should know is that even your teachers, your lecturers don't speak perfect English there is no such thing as a perfect communicator everyone makes mistakes so if you think that mistakes are going to hinder you, you should stop because the more you communicate or the more mistakes you make, the more you learn right? So what are some of the challenges that you face? Now, Let's rephrase the question. Do you often try to modify your English or your assent when you're communicating with international students?

PARTICIPANT: Yes actually.

INTERVIEWER: How?

PARTICIPANT: I try to like ….I don't speak with my normal Cameroon accent when I communicate with international students because I think they'll not understand like I have a classmate She's always like when I say something she asks and I have to repeat so when repeating, I always try to modify my accent especially and I try to be a little bit slow.

INTERVIEWER: Okay.

PARTICIPANT: Yes.

INTERVIEWER: Do you also modify your assent when you're addressing your lecturers in the classroom?

PARTICIPANT: assent immediateIn the classroom yes actually because to ask questions they might not understand. Because I'm fond of asking questions and they are like repeat can you say it again? So I already know that when I want to ask a question I always try to modify my ly.

INTERVIEWER: Okay do you think in the process of modifying your assets, does it affect your self esteem?

PARTICIPANT: It does

INTERVIEWER: In what way?

PARTICIPANT: In that I feel like they might find it funny.

INTERVIEWER: you feel like they might find your assent funny?

PARTICIPANT: Yes because actually it's not real

INTERVIEWER: It's not real?

PARTICIPANT: It's not natural

INTERVIEWER: Uhhhmmmm ... .So do you try to speak like a native speaker? English native speaker?

PARTICIPANT: I think yes. I try to speak like a native English speaker but the one problem is my accent is so strong.

INTERVIEWER: Okay. All right. I think with time and with more experience, you'll be able to overcome that. Moving forward, how long have you been in Cyprus?

PARTICIPANT: Three years.

INTERVIEWER: Three years? I'm assuming you have made some friends, right?

PARTICIPANT: Yes, I have made some friends.

INTERVIEWER: So what kind of language do you use with your friends and do you face any challenges when you're communicating with your friends that are not Cameroonians?

PARTICIPANT: The language I use with my friends that are not Cameroonians is English. Like I don't speak their language like English and what was the second part of the question? Please?

INTERVIEWER: Do you face any challenges in terms of communication with your friends?

PARTICIPANT: If my friend doesn't understand English, then it's a little bit challenging because I might need to demonstrate or maybe use a translator but I actually don't know any of their languages. It is difficult.

INTERVIEWER: So in communicating with them you tend to modify your accent right?

PARTICIPANT: Yes

INTERVIEWER: Do you find it exhausting?

PARTICIPANT: Kind of.

INTERVIEWER: All right. Have you experienced any rewarding or fulfilling things since you started your education in Northern Cyprus? Let's talk in relation to your learning style, different cultures, different accents?

PARTICIPANT: Okay, yes. Like I mentioned before, I've learned to express myself more than with different cultures like learning styles. In Cameroon it's always like the teacher is the head

INTERVIEWER: Teacher Centered?

PARTICIPANT: Yes, teacher centered actually but when I came, in my first two weeks of school I saw, I noticed in class, the students were just talking, like they could interrupt the teacher anyhow. and I was thinking like, is this not disrespectful? but later I saw that this is really different and it's normal for the student to ask the question when he or she needs to ask the question. And the learning styles yeah it's modern. Yeah, it's actually more modern than that in Cameroon.

INTERVIEWER: When you say modern what do you mean?

PARTICIPANT: like the computer, the smartboard

INTERVIEWER: Technology?

PARTICIPANT: Yes technology even the notes, in Cameroon we copy notes on the board, or its been dictated. But here it is different.

INTERVIEWER: So in other words, what you're trying to say is that the incorporation of technology in the educational system in Cameroon is very low.

PARTICIPANT: It's very low

INTERVIEWER: Compared to Cyprus?

PARTICIPANT: Yes.

INTERVIEWER: Okay And the education system in Cyprus is more Student to teacher related?

PARTICIPANT: yes.

INTERVIEWER: Like there's a stable relationship between the teacher and the student.

PARTICIPANT: Yes.

INTERVIEWER: While the relationship between students and teachers in Cameroon is considered as hierarchy? So teachers are considered to be demi-gods?

PARTICIPANT: Yes.

INTERVIEWER: Oh interesting Okay what about the cultures? Have you learned any Turkish cultures in your three years of being here?

PARTICIPANT: With Turkish culture……

INTERVIEWER: Let's use vivid examples. So try to think about the cultures you have in Cameroon and the culture in Cyprus. Was there anything you experienced in Cyprus that was like a cultural shock to you? Was there anything that Cypriots do that is normal that you think will be abominable in Cameroon?

PARTICIPANT: Yes, like the tattoos

INTERVIEWER: Tattoos?

PARTICIPANT: Yes I see it even on teenagers and it's not really normal even their hairstyle the way the boys shave their hair is different and even schools in Cameroon will deny that and what else? I think they like going out for coffee, mostly coffee, like going out for coffee, but in Cameroon, I think parents are so strict and they don't really allow that to even go out that much.

INTERVIEWER: So you're trying to tell me that in Cameroon students don't have a social life?

PARTICIPANT: Mostly university students

INTERVIEWER: Just university students?

PARTICIPANT: Yes because when you are in your house, it's really limited.

INTERVIEWER: Have you experienced any challenges or difficulties in terms of your adaptation, or socialization into the university culture? Did you face any challenges adapting to the culture here?

PARTICIPANT: Yes, kind of when I came here, because I did not go to the university in Cameroon so when I came, I needed to, like we have lessons we could go home when our lessons are over but there in Cameroon in the secondary schools, even if you'd have a lesson you have to stay in school till when the school closes and also, another thing I noticed is that here they have official days, they give public holidays but in Cameroon, mostly the teachers can decide to teach you on your public holiday. A teacher can organize a class on a public holiday

INTERVIEWER: which is unfair.

PARTICIPANT: Yes, it's actually unfair. I think that's some of them.

INTERVIEWER: Okay So do you think the assessment methods and the types of exams in Cameroon are different from the assessment methods and types of exams in Northern Cyprus?

PARTICIPANT: Yes.

INTERVIEWER: So what are some of the differences?

PARTICIPANT: In Cameroon as I know that this multiple choice is mostly for primary schools and even though it's obviously university but I have my elder sister and my key sister she's in the university and it's difficult for you to come and give multiple choice as an exam for university students nut here it's so common in Cameroon mostly open-ended, structural and the assessment. Yes, if you give a structural exam it is obviously different for multiple choice so the testing and assessments are different.

INTERVIEWER: Have you experienced any difficulties in taking exams in Northern Cyprus?

PARTICIPANT: Yes.

INTERVIEWER: What kind of difficulties?

PARTICIPANT: The setting

INTERVIEWER: Setting ?

PARTICIPANT: Yes, I experienced a different kind of settings that I've never experienced before and it was really difficult like matching, you give matching two columns about 25 very long statements and

the student has to match like, you can read your statement in front, and the other part of the answer is behind so it was really difficult. Apart from that, the online exams were really difficult because of the timing.

INTERVIEWER: Can you recount the rewarding or challenging experience from your study in an international university? Rewarding or challenging experience?

PARTICIPANT: A rewarding experience I've had is my grades. My Grades yeah, I think they're good because I think the teachers are honestly less strict with assessing the exams, but in Cameroon, like the teachers, I think they really like when you feel they don't they don't really like when a student passes everything or if every student has their exam right some of them enjoy making you fail.

INTERVIEWER: which is very ridiculous by the way…..

PARTICIPANT: it is but then when you deserve it, some teachers give they actually give you what you deserve especially when you mention what they need but in Cameroon mostly some of themI think they wanted us to memorize

INTERVIEWER: to memorize

PARTICIPANT: yes to memorize. There was a lot of memorization too. It's like you have to give exactly what it is they want you to give it they are so happy with. You can give a correct answer but in different words, they might not accept it.

INTERVIEWER: So I'm happy you brought that point up. Do you think memorizing answers actually fosters learning? When you memorize answers do you remember them after the examination?

PARTICIPANT: actually no. When I came to Cyprus for my first two years, just like last year I stopped this memorization habit. It was in me. I used to memorize so much that I could give the teacher exactly his or her words. But after like after the midterm, I always forget and when when its the final exam, I need to go and read what I read before the midterm but this last year that I stopped memorizing, before I write the final, I can just revise and I will understand and I don't have to memorize

INTERVIEWER: Has there been any improvement in your results?

PARTICIPANT: Yes.

INTERVIEWER: Interesting. What do you do after university? What is your social life like?

PARTICIPANT: Apart from the university, I go to church.

INTERVIEWER: Do you perform any duties in church?

PARTICIPANT: Yes I do

INTERVIEWER: What kind of duties?

PARTICIPANT: I work with the media.

INTERVIEWER: Yeah. Interesting. So it's interesting that in Cameroon….. did you have any basic knowledge about technology in Cameroon?

PARTICIPANT: Yes, a bit because I went to a commercial school.

INTERVIEWER: A technical school?

PARTICIPANT: Yes a technical school so I did commercial and computer was one of our courses from grade one up to the last grade. So I was versed with the computer and during holidays my father used to send me to computer classes so I knew some things.

INTERVIEWER: I think you have an advantage when it comes to technology compared to other Cameroonian students.

PARTICIPANT: Yes

INTERVIEWER: Which is good, which is good. So apart from church, what else do you do?

PARTICIPANT: Apart from church, if there's a birthday?....Yes but I havent started going out by myself.

INTERVIEWER: Social life is important in order to create a balance. Actually, have you noticed any changes in terms of your beliefs, learning styles or strategies?

PARTICIPANT: In terms of learning styles, the changes can be in the way I take my notes like in Cameroon, I always have a book but here I can just do a summary because I know that the teacher did not want me to give exactly what he or she wants but in Cameroon, I used to, like, have exactly what the teacher wants in my book but here i just do a summary that's my learning style and in what other aspects?

INTERVIEWER: Believes

PARTICIPANT: Oh…. I believe I think I have really tried to actually improve in the way I see like I don't judge.

INTERVIEWER: Okay so like not being judgmental? Before you came to Cyprus were you judgmental?

PARTICIPANT: Yes like I think like smoking for me, I was like smokers will go to hell

INTERVIEWER AND PARTICIPANT: Hahahahah Interesting, interesting belief.

PARTICIPANT:Yes.

INTERVIEWER: So you think smokers will go to hell anymore? What do you think now?

PARTICIPANT: Actually, now I think at the end of the day, it depends on God.

INTERVIEWER: Okay….

PARTICIPANT: Because you might not be smoking but still yet you're not a good person.

INTERVIEWER: Actually….

PARTICIPANT: yes.

INTERVIEWER: What are the beliefs?

PARTICIPANT: allowing your children to socialize more. I think my social life here in Cyprus is really weak because of the way I grew up. We were not allowed to go anywhere. Like it was really difficult going out and even when I went out of stubbornness, I came back to beatings so that's why it has affected me right up to here that I rarely go out by myself, even though my parents are not here. But I rarely go out

INTERVIEWER: So what are the most significant changes or transformations you have experienced in your stay in Northern cyprus? Social wise….

PARTICIPANT: social wise, I think I made friends. Yes, I make friends, especially when people are friendly but I make a lot of friends with people who are friendly and I try to be like….. ummm please can you repeat the question? Sorry about that.

INTERVIEWER: What are the most significant changes or transformations you have experienced in your social life in Northern Cyprus?

PARTICIPANT: Yes, apart from making friends, I learn, I go online because in Cameroon, the internet is very very restricted

INTERVIEWER: like restricted and expensive?

PARTICIPANT: Yes expensive so a year apart from making physical contacts, I interact online, or learn things online. So it's really a change. I can just sit and I want to learn how to because if I work with the media in church as I mentioned, I want to learn how to edit videos, and I go and watch a video of how to do it which was not like that before.

INTERVIEWER: Really?

PARTICIPANT: Yes, it was just whatsapp

INTERVIEWER: interesting. Do you socialize with people in any particular activity and how do you socialize?

PARTICIPANT: Apart from studying in Cyprus if I have not mentioned earlier, in Cyprus, the teachers encourage group work, but in Cameroon it's really different. It's mostly individual work so I mostly socialize in assignments. Apart from school work, I have meetings like church meetings, we sing and learn some things on the computer and that's it.

INTERVIEWER: Okay, interesting So do you think your English language experiences or your education on the island has permitted you to speak a more standard variety of English?

PARTICIPANT: Yes actually I think I speak more now than before.

INTERVIEWER: So I want you to understand our speaking more is different. We are talking about the standard variety. You know there are many English standard or non standard.

PARTICIPANT: Yes I think depending on the person I'm communicating with, the English is very different. Like most of these people who don't speak English at all who are learning English, I bring myself down and just give the main words and am so used to it that I text without using the right English and I feel like I now cross it now even to people who know good English.

INTERVIEWER: Okay, so do you think if you communicate with native speakers of English Your communication will be better?

PARTICIPANT:Yes, actually, actually, I really want that. I really want to communicate with people who speak good English. I really wish this environment or could be in an environment of people who speak really good English.

INTERVIEWER: Hopefully, when you start working you will have more experienced colleagues than yourself. You can create a relationship with them and speak the standard words of English with them which will help you in a great way. So to conclude, do you think your English has improved since you came to the island and how much have you invested in improving your English?

PARTICIPANT: My English has actually improved. But when I was in Cameroon, I knew English, mostly listening like when I listened, I understood almost everything but the problem was the speaking part but here in Cyprus, I express myself more and……the last part of the question please…

INTERVIEWER: How much have you invested in improving your English? Have you done any conscious efforts in improving your English?

PARTICIPANT: Yes.

INTERVIEWER: What are some of the efforts you have made?

PARTICIPANT: Okay, so my one of my teachers mentioned that my accent is so strong, like I listen to your friends and I listen to you and your accent so strong so I took upon myself and I went online and I searched how to how to speak like a native English speaker and I saw some some activities that said you can read aloud so I was doing it for like a week and I suddenly stopped reading aloud. They provided passages for us to read aloud which was helpful. Even though I don't know if I think if I had continued it, I'd continue, it will become automatic.

INTERVIEWER: Yeah, the thing with language and speaking to be precise is it doesn't just happen in a week. We need it doesn't just happen in a week, you need to be extremely patient because the more practice you make, the more fluent you become. So maybe this interview is going to remind you of the decision you made some time ago, go back to eat and try to be as productive as possible.

PARTICIPANT: Okay.

INTERVIEWER: All right. Thank you so much for your time and for the responses.

PARTICIPANT: Have a good day

INTERVIEWER: Same to you

PARTICIPANT: thank you

ANNE

Hi miss good evening.

PARTICIPANT: Good evening

INTERVIEWER: How are you today?

PARTICIPANT: Fine thank you and you?

INTERVIEWER: I'm fine Thank you. Okay, so, welcome to this interview sessions please try as much as possible to give accurate, elaborate responses are You Ready?

PARTICIPANT: Ready.

INTERVIEWER: Okay, so how does it feel being a teacher at FIU?

PARTICIPANT: It's an experience that's how it feels.

INTERVIEWER: What kind of experience?

PARTICIPANT: You know, as a young teacher in the field, it's an experience because you expose to so many cultures, not just your colleagues, but the students you teach. I call it an experience. I don't know...It's mixed, feeling positive, negative, but it's an experience for me, I think I'm gaining a lot from it.

INTERVIEWER: Okay. For how long have you been teaching at this university

PARTICIPANT: For almost two years now

INTERVIEWER:Interesting... Describe your communication experiences through English in your workspace. When do you interact with people with whom do you interact and how do you interact with people?

PARTICIPANT: Oh, my God, there's a lot of interaction with my colleagues in the office, other colleagues in the department and other departments through there's a lot of communication with the students, because I advise students so they come in, and English is the only language we use to communicate. Sometimes we go to France, if they're French students, but if they're Russians, and the other nationality, maybe Turkish when they are Turkish students but if the other countries, it's strictly English and again, it's the language I'm teaching. So there's a lot of communication and discourse and it both implies instructional, formal, informal.

INTERVIEWER: Okay thank you. So as every teacher I'm sure you have some unforgettable moments you have encountered in your teaching career could you please share some of those moments?

PARTICIPANT: Uhhhhhmmm......

INTERVIEWER: Unforgettable teaching moments......it could be positive and negative or both.

PARTICIPANT: Oh my....which one can I remember? I think the moment I can't forget is when you know, when you are teaching English at the prep school, it's you're kind of like a teacher impacting knowledge, right? But when you're in the department, you're teaching this EAP course, it's a little bit different because you meet people that are somewhat advanced in the language and they are already competent. So some of them feel like they know the language more than you. So the moment I can forget is when a student really wants to prove to me that he knows the language.

INTERVIEWER: Like challenging you?

PARTICIPANT: Yeah, want to challenge me. And that's where I just bring because I've been in the language since I was born. So that's where I express myself and you know, I can actually keep the main business of the day and let's go on with the language argument because I love when a student challenges me, I love to prove my worth.

INTERVIEWER: Okay, good so how do you perceive your English in comparison to that of other colleagues?

PARTICIPANT: Well, like I said, we have a mixed cultural background in terms of language here. We have native speakers and I would say, most of the teachers here are native speakers of the language. We have British native speakers, African native speakers, so comparing myself with those that are British native speakers I think they are more advanced than me, you know, they have this. when it comes to the accent but comparing myself with let's say native teachers, I think ....because sometimes you speak with your colleagues and you wonder if actually, this is an English language teacher.

INTERVIEWER: Is it in a positive or negative way?

PARTICIPANT: No.. honestly in a negative way, because you know, this this thing, right now we are talking I am speaking you understanding me and most of the colleagues they understand but when you have a situation that you're talking to a colleague and a colleague it's English we're speaking we are conversing and you say something, or let me say I say Something and a colleague doesn't really understand me.

INTERVIEWER: Uhhhhmmm.....

PARTICIPANT: Then I start imagining how the person is teaching in class

INTERVIEWER: uhmm like how the students face difficulties understanding the teacher?

PARTICIPANT: yes, English is not all about knowing the grammar but we have colleagues that when you communicate with them that it's not flowing. The exchange is not really good. INTERVIEWER: That's an interesting point of view. Do you often make changes in your English or your Intonation when you're teaching your students?

PARTICIPANT: Yes, definitely because I have a different language background right? I come from Africa I have like, I am a native speaker, I consider myself as a native speaker but an African native speaker, and my accent with the knowledge of the other languages, African languages. I know it's not really that clear to some students so I need to change my Intonation sometimes to sound like a British native speaker for some of them to understand.

INTERVIEWER: Okay good. So how do you compare your English language skills when you first came to Northern Cyprus and your English language skills now?

PARTICIPANT: About my language skills, I feel like my English has depreciated.

INTERVIEWER: Really?

PARTICIPANT: Because you know this context Final International University is not and Northern Cyprus itself is not ummm how do they say it? It's not like a native-like context so the only time I'm exposed to the language is when I'm on campus here and when it comes to native speakers how many people we have, we have, we have a good number of them that are from the UK, they have the UK background but we also have a good number of them that have been to the UK, they forced themselves to speak the native accent which is not really good. There are times I talk with my colleagues, I use some words and they google search it so... apart from you know...... and most times we speak with students who we are grooming, to speak English

INTERVIEWER: So you kind of reduce your level of English inorder to....

PARTICIPANT: yes because I think what we do here is a lingua franca not the English itself because sometimes you talk to the student then you repeat yourself, then you have to simplify it to the best of your knowledge to make the student understand and sometimes it happens with your colleagues too

INTERVIEWER: uuuuh hmmm interesting point of view. So that brings me to my next question, do you think you need to develop or improve your English?

PARTICIPANT: Ohh yeah... even native speakers everyone needs to develop their English.

INTERVIEWER: So how do you intend doing that?

PARTICIPANT: If I could find my way to you know an English speaking country, I think I will develop more but the easiest way is starting a PhD and that's going to improve it but reading right now my mind is out of it

INTERVIEWER: So how does your current job contribute to your personal developments?

PARTICIPANT: In terms of profession, the current job has actually given me a lot of experience. It's, added to my profile like now, if you type my name on Google, you're going to see instructor at Final international university Oh my God that's you know and then if you have if you have an opportunity

and then you have to put that in your CV, it shows that you've been in a higher institution. So it's really contributed to my professional life, and I am gaining experience and not just gaining experience, but it's adding something to my documents that if I leave this place, even in my country I'll be valuable.

INTERVIEWER: Okay. Do you use the resources that the school provides in teaching or you go extra mile in doing your personal research in order to improve or add to the resources that the school provide while teaching?

PARTICIPANT: Well, I do use the resources the school provides, and then I go extra mile but I think the extent to which I go extra is not really the best because you know, we have a system where you have to finish the workload within a specific period of time and that limits you because if you take, let's say, for example, you have a unit, you're talking about politeness, and you feel like the material you have is not enough and you want to get more material to elaborate on that, it's going to take so much time that you may have to do a catch up or makeup to you know catch up with the students. So, it's not really......
I think the conditions here do not really give you that liberty to go extra mile to create you know as English language teachers, we can create our own materials,adapt, adopt, we don't have that much laxity of time to adopt and adapt, you just make use of what you have, and maybe add a little bit of worksheets, and yeah mostly worksheets but to design your own thing or get something from the internet, sometimes it's very difficult for you to look for a video, put the video and make the students watch the video and I mean, analyze, but, you know, most times when they get in contact with the language itself is different. yeah..
it is different than just making them read from those pages and flipping on and back and forth. Ummm...that's how I feel

INTERVIEWER: Interesting how do you professionally keep yourself updated? Do you attend seminars, webinars, conferences, does your school organize any of such events?

PARTICIPANT: INTERVIEWER: Okay, what kind of problems if any, have you experienced in your teaching career?

PARTICIPANT: I guess it may seem odd the first time you know this. I mean strategic problems with administrative problems you know the time factor, the way things are done, you know the example I gave about using materials or not being able to create your own stuff and extra materials it's a problem because you find a situation where students at the end of the module or the end of the semester they are not what you intended them to be they themselves are not satisfied.

INTERVIEWER: Does it prick on your conscience as a teacher?

PARTICIPANT: Yes it does because you have you know that you want to give them something you have something in a pack to give them but you don't have that time to give them that thing and there's no way you can give them it hurts so much to see them be in need of something and you cannot give them and if you want to give them then you're going to end up being the lazy one, you're going to have such need, right? because you need to catch up with the workload you need to finish up on time. Everything is rushed rushed rushed which I do not appreciate but that's life.

INTERVIEWER: So let's hope with time things are going to change for the better. How much invested in improving your English as a teacher? You know some teachers are.... I don't want to use the word lazy, but they are just very satisfied where they are and they don't put any effort in improving themselves or knowing the needs of their students in order to adapt to fit those needs. So do you put any efforts do you invest?

PARTICIPANT: Yes, I do. Because you know there's a saying that no class is the same as the other and no student is the same like the other so when you find yourself in a situation where you have a class made up of really smart students who challenge you, you have to challenge yourself you don't want to go stand in front of those people and look like a fool and look like a dumb person. So for example, I teach this EAP English class. I have two groups, the morning group, they're smart and the afternoon group is smarter so,while preparing for the morning group, I don't go that extra mile. I just know that the students I know can do this cut this give this example. I tried a couple of times to use the same examples in my afternoon group but once you just ask them before you finish the question, they're giving you the answer and there's no fun in it so you feel like I don't have enough to give them. So each time I have to go for my afternoon class, I need to prepare more I try to get extra materials, get myself loaded because I don't want to find myself in a situation where the students are looking at you like you don't have something to keep them and once they know you don't have something to feed them, they don't call even though they want the attendance or they just come and they don't pay attention to the play with your phone. Well, during the summer holidays, I had a bunch of strictly Nigerians. People that speak the language as native speakers. I had to do everything possible. I had an example of a student's essay I read. I literally went through the lines, like I was looking for something to correct that

student because it's a writing process, and I need to correct the student. The essay was a model but I needed to find something to correct the student if not.

INTERVIEWER: Okay, with that being said, Do you think this job has sustained you?

PARTICIPANT: We are surviving

INTERVIEWER: Financially?

PARTICIPANT: financially, we are surviving on the island in terms of ….okay let's be on the island and survive it's sustained but if you are let's say an ambitious being, then the job is not sustainable because this job is not enough. I used to say you cannot make it in life with his job because you want to, you want to invest, you want to build a life, I don't think you can build a life with this job. Right? Right. People like you and me, we're from Africa and we have this mentality of always looking after the family when you make it in life with this economy you cannot look after the family, you cannot even construct your own home. It's, I think it's a temporary thing that if you're stuck somewhere and you need to survive, the job is good. But if you need to progress you need to build, then it's not enough.

INTERVIEWER: Hmmmm okay forgetting the financial aspect which is obviously not something you're very happy with, do you think the job is fulfilling? and what are some of the most rewarding moments of your job?

PARTICIPANT: I think the most rewarding moment is when you go into a classroom and you find a bunch of students with different fields of life. You know, not just different countries. I think, for example, Russian students you always hear them talk about business plans, we have very good initiative and ideas that you learn not because you're a teacher and your impact on knowledge that you think you cannot learn. You learn a lot from them when you have discussions with them in class. And even when you read their paper there is some information that you will never get when you are with your own people.

INTERVIEWER: Uhmmmm….

PARTICIPANT: And not just that, being able to teach people let's say in artificial engineering students, electrical engineering students, it exposes you to that field too. So you know what to expect at every moment in time you know when you have discussions with them, you learn a lot. So you're not just limited to the English language itself, but it gives you an opportunity to know more about the other fields of study.

INTERVIEWER: Okay. All right. So this brings us to the end of this interview session.

PARTICIPANT: Yeah.
Yeah.

INTERVIEWER: So what is the most challenging aspect of your job? I think we forgot that question.

PARTICIPANT: The most challenging aspect of my job is the fact that I have to travel from Famagusta to Girne every day.

INTERVIEWER: How long is the journey?

PARTICIPANT: One hour

INTERVIEWER: why don't you move to where your University is located?

PARTICIPANT: If I move to where my university is located, half of my salary goes to accomodation

İNTERVİEWER AND PARTİCİPANT: hahahaha

PARTICIPANT: And the other half goes for bills then what do i have at the end?

INTERVIEWER: Okay that's a sad situation let's hope in the nearest future your salary is going to be sustainable enough for you to move here. Okay, thank you so much for your time.

PARTICIPANT:You are welcome

INTERVIEWER: Enjoy the rest of your evening.

PARTICIPANT:Thank you

STEPH FOMBASSO

INTERVIEWER: Hi, Mrs Good morning

PARTICIPANT: Good morning

 INTERVIEWER:How are you today?

PARTICIPANT: I'm good and you?

INTERVIEWER: I'm fine thank you. Thank you so much for taking our time to have this interview session with me. Please make sure your responses are straight to the point, elaborate where necessary and please give accurate responses.

 PARTICIPANT: Okay

 INTERVIEWER: Are you ready?

PARTICIPANT: I'm ready.

INTERVIEWER: All right to begin with what is your mother tongue?

PARTICIPANT: Jama

İNTERVİEWER: Jama?

PARTICIPANT: Jama is my mother tongue.

INTERVIEWER:That is a very long name.

PARTICIPANT: Yeah.

INTERVIEWER: Okay, so what are your first impressions when you came to Northern Cyprus?

PARTICIPANT: Actually, I didn't have many impressions when I came because my goal was to come and study English language teaching so my impression was to come and get more acquainted with the English language teaching department.

INTERVIEWER: Did you have any expectations before coming here?

PARTICIPANT: About what?

INTERVIEWER: About the environment, the country, the economy

PARTICIPANT: No actually, I didn't have any expectation to come here because I was coming to meet my husband. So my expectations weren't high and everything.

INTERVIEWER: So your husband probably told you already how the place was?

PARTICIPANT: Yes he told me everything so it wasn't a surprise for me when I came.

INTERVIEWER: Okay that's good because when some people leave Africa, and they are traveling to other countries for a better education, they often experience what we call a culture shock where they they are exposed to different cultures that they are not very versed with but it's interesting to know that your case was an exception.

PARTICIPANT: Yes, an exceptional case.

INTERVIEWER: Good so how do you describe your language skills when you came to Northern Cyprus?

PARTICIPANT: Actually, when I came to Northern Cyprus my language skill was down because back in Cameroon, I only use English language when I am in the classroom out of the classroom, I don't use English language but for instance when I came here, I used English language in the classroom on campus and at home am exposed to my mother tongue. so yeah, my expectation of my English language has increased compared to when I came

INTERVIEWER: Okay, so you realize that when we talk about English language skills, we are talking about listening, speaking, reading and writing. So where are all of these skills down or some of the skills were more dominant than the others?

PARTICIPANT:Yeah actually it's very dominant because when I came here, my speaking skills was very down compared to other skills but since I came here my speaking skills has increased because I am exposed to so many things and I try to communicate with them and I try to like participate in classroom activities which has improved my speaking skills.

INTERVIEWER: Interesting.

PARTICIPANT:Thank you.

INTERVIEWER: How important is English in your university life?

PARTICIPANT: It's very important in the sense that I'm a language teacher so I need English in everything. Yeah,

INTERVIEWER: okay..... So will you consider English to be less important if you were not in the English language teaching department?

PARTICIPANT: No, I won't consider English to be less important because even if I wasn't in the English language teaching department, I will still learn English in the sense that English is a global thing. We need English everywhere in our life even if you go to China and meet someone there even if you say good morning someone there can help you if you're in in a difficult situation so I can say we need English in everything every aspect of life eve though you are not a language teacher you need to acquire that English language knowledge.

INTERVIEWER: With whom do you interact on campus?

PARTICIPANT: On campus I interact mostly with my friends and some classmates.

INTERVIEWER: Are they from one nationality or from diverse nationalities?

PARTICIPANT:They are from diverse nationalities like Turkey, Turkmenistan, and Cameroonian especially good

INTERVIEWER: What about off campus?

PARTICIPANT: Off campus I interact with my family

INTERVIEWER: Your family?

PARTICIPANT: Yes and we speak with our mother tongue and not English language at home

INTERVIEWER: So is your English limited to the campus?

PARTICIPANT: very limited to the campus as you said

INTERVIEWER: Okay, okay. How does your language ability impact your social life?

PARTICIPANT: Actually my language ability impacts my social life in the sense that when I go somewhere and I don't know directions, I think my language ability can help me to find my way. Yeah, I would like to say please, do you know this place? If I don't know how to speak the language, I would like to try to use my body language and everything to ask for directions.

INTERVIEWER: Okay, so do you face any challenges when you're having a communication with someone that is not from Africa? For example, do you often modify your accents so that people that are not from the same linguistic background as you can understand you?

PARTICIPANT: Definitely for example when I'm speaking with Turkish people because on campus, maybe I'll meet a Turkish friend, the person wants to be my friend, like the person doesn't know English I will try to simplify the language, or use body gestures and everything. I'll say this, that they're using my body just to try to elaborate for the person to understand what I'm saying.

INTERVIEWER: So what about your lecturers do you often modify your accent when you want to talk to them in the classroom, or you use your accent as it is?

PARTICIPANT: Yeah, I use my natural accent to talk to my lecturer because they understand me and also, when I came here, my teachers were like your accent is very difficult to understand. I can't understand you when you are speaking but with time they get to know that it is my tone of speaking and I try to calm down because I speak very fast, and it's very difficult for them to understand. So when I heard so many complaints about the way I speak, I tried to modify my accent and to reduce the speed when I'm talking and not talking like a parrot.

INTERVIEWER: Alright, so you have brought up an interesting point. I'm interested in knowing if there has been any changes in your accent from when you just arrived and now because it's different for the teachers to adapt your accent right

PARTICIPANT: Yeah.

INTERVIEWER: But I believe that as an international student, in an international setting, you're exposed to different accents and as English language teachers, we are actually taught to use the British accent to speak like native speakers.

PARTICIPANT: Yeah.

INTERVIEWER: So have you made any conscious effort to speak like native speakers or you have just decided to let your accent do what it does?

PARTICIPANT: Actually, I don't really make any effort to speak with a British accent because I cannot change the accent, even if I try to change it does not come out naturally. You understand? It's just like you are forcing something out of which can never be possible. So I think my accent has not really changed and I haven't done anything about it.

INTERVIEWER: Okay. Yeah. So can you give us a brief description of the kind of friends you have at Final international university?

PARTICIPANT: Presently, I have just my few Cameroonian friends with whom we interact on campus. And I also have one of my friends from Turkmenistan and we interact together, and we share ideas together about projects and everything.

INTERVIEWER: In the course of your stay in Northern Cyprus and your studies at final International University, have you experienced any rewarding or fulfilling things?

PARTICIPANT: Can you come again please?

INTERVIEWER: So have you experienced any rewarding or fulfilling things since you started studying?

PARTICIPANT:Yes, yes. I remember when I had 3.5 GPA awards which made me feel encouraged like I am doing something.

INTERVIEWER: How long have you been in Cyprus?

PARTICIPANT: I've been in Cyprus for exactly four years.

INTERVIEWER: Have you learned any Cypriot cultures?

PARTICIPANT: Not really, because I don't interact with them much

INTERVIEWER: At Least you should know two things, two distinctive Turkish cultures.

PARTICIPANT: I know just about their religion.

INTERVIEWER: What was their religion?

PARTICIPANT: Muslim Of course

INTERVIEWER: Alright, so could you please comment on the relationship students and lecturers have in Cyprus and in Cameroon?

PARTICIPANT: It is very different for instance, here in Cyprus, the student teacher relationship is very good. Students are free to come and lay their complaints on for the lecturer to solve the problem and even if you have an academic breakdown, you can go to your advisor, the advisor will, like, try to solve it and everything but in Cameroon, it is very difficult because teachers just try to push themselves away from the students. And you don't try to listen to two students' problems, they don't give you anything and they just chose to come to the class and the relationship ends in the classroom not out of the classroom. But here in Cyprus, it is a different case because of the lectures, lectures, interact with you in and out of the classroom and solve your problems if you have any

INTERVIEWER: interesting point of view. So how will you comment on the different learning and teaching method in both countries

PARTICIPANT: In both countries? Very interesting in Africa, the teacher can just come to class and give the notes for the students to lecture and she doesn't expect anything. Like he just came to class, I'll say, the students take a note and I'll get me out of the class, which is hard to see. Teachers have teachers do their job as if, as if that is the best they can do. They take their responsibilities seriously but in Africa, there is nothing like that. They do the job for the money. But here in Cyprus, they do the job because of the passion they have.

INTERVIEWER: Okay...We all know that we are in the 21st century, and so many things are changing in the educational milieu and one of those changes is the prevalence of technology like the incorporation of technology in the educational system. Could you please comment on the use of technology in education in Cameroon and Cyprus?

PARTICIPANT: This one ehhhh .... I don't even know what to say because when I came here the first day, I saw a smartboard in the classroom. I was surprised that there are smartboards in the classroom Because I've never even seen a projector in the classroom since I've been from preschool to the highest grade. The technology in Cyprus is more advanced compared to that of Cameroon.

INTERVIEWER: Ummm...

PARTICIPANT: Yeah.

INTERVIEWER: Okay. Have you experienced any challenges in terms of your adaptation and socialization in the university?

PARTICIPANT: No, I haven't experienced any because I live with my husband and he provides everything for me.

INTERVIEWER: Lucky you.

PARTICIPANT: Thank you.

INTERVIEWER: Alright. So now we are going to talk about the examination system in Cameron and the examination system in Northern Cyprus. Do you think the exam settings are different in both countries?

PARTICIPANT: Yeah... very different, are you talking in relation to class standard or out of class standards?

INTERVIEWER: Let's talk about general examination type setting

PARTICIPANT: Yeah, I think it's different because here in Northern Cyprus, teachers like give what they have learned in the classroom and with what they have learned in the classroom, the exam has a positive washback on the students but in Cameroon, teachers give the students the exams without considering what the students have learned so i think the exams in Cameroon have a negative washback on the students.

INTERVIEWER: Okay, what about exam types?

PARTICIPANT: like multiple choice?

INTERVIEWER: Yes..

PARTICIPANT: Yeah, I think it's almost the same because they have MCQ, open ended questions, essay type, so I think it is the same.

INTERVIEWER: Can you recount rewarding or challenging experiences from your study abroad?

PARTICIPANT: No, I have no challenging experience.

INTERVIEWER: You're such a lucky student.

PARTICIPANT: Thank you.

INTERVIEWER: You have had a smooth ride.

PARTICIPANT: Yeah,

INTERVIEWER: we hope it stays that way.

PARTICIPANT: Thank you

INTERVIEWER: Okay, so what do you do after university?

PARTICIPANT: After university, I spend time with my family and I cook for my husband.

INTERVIEWER: Okay. Have you noticed any changes in terms of your beliefs, learning styles or strategies?

PARTICIPANT: Yes, I have noticed so many.

INTERVIEWER: So what are some of the significant changes or transformations you have noticed?

PARTICIPANT: Yeah.... the first thing I noticed was using body language and all the learning styles. Back in Cameroon, I did not see teachers using smart boards or visual aids to teach in the classroom because in Cameroon, they always print their notes which is not very effective. I have incorporated so many learning styles like auditory, visual, learned how to use youtube for learning and all these newly incorporated learning styles have played a great role in enhancing my learning.

INTERVIEWER: Do you think your experience as an English language student in Northern Cyprus for four years has given you an opportunity to speak a standard variety of English?

PARTICIPANT: I cannot say it has given me an opportunity to speak a standard variety of English.

INTERVIEWER: You can't?

PARTICIPANT: Yeah

INTERVIEWER: why?

PARTICIPANT: Because they're different accents and everything.

INTERVIEWER: Okay....

PARTICIPANT: Yeah even if I try to speak a standard variety of English, I will not sound natural.

INTERVIEWER: Let's not use the word standard, do you speak a good variety of English?

PARTICIPANT: I speak English that someone can understand and that is it

INTERVIEWER: okay. All right. Do you think your English has evolved since you came to the island?

PARTICIPANT: I already answered that question but now I communicate in school more often than I used to in Africa.

INTERVIEWER: All right. How much invested are you in improving your English?

PARTICIPANT: How much invested?

INTERVIEWER: What are the conscious efforts you put in in order to modify your English?

PARTICIPANT: Interaction with international students, I try to watch more YouTube videos, try to do more research on what I do not know.

INTERVIEWER: Okay.

PARTICIPANT: Yeah. So I think those other things have really made me try to improve my English in those aspects.

O INTERVIEWER: kay. Thank you very much, Mrs.Thanks for your time. With that being said have a nice day

PARTICIPANT: You too

FLORA

Interviewer: Good afternoon Miss.

Participant: Good afternoon.

İnterviewer: How are you today?

Participant: I'm fine. Thank you. Hope you do too?

İnterviewer: I'm fine. Thank you Thank you very much for taking our time from your busy schedule to have this interview session. Please make sure that your responses are as accurate as possible with real life experience And with that being said, are you ready?

Participant: Of course I am.

İnterviewer: All right. So what is your mother's tongue?

Participant: My mother tongue is Bambili.

İnterviewer: bambili!!

Participant: yea, Bambili.

Interviewer: Okay, what were your impressions when you first came to Northern Cyprus?

Participation: When I got to Northern Cyprus, the first impression I had was about the environment, that it wasn't that good. Like, I thought, the second impression I had was about the people who are very welcoming.

Interviewer: So before coming to North Cyprus, did you think the people would be less welcoming?

Participant: Yeah, somehow, somehow, I thought. So. Considering the fact that we are from different races. İ did not expect them to be that open.

Interviewer: Yeah, which is a very interesting point. Because not Cyprus is one of the most accommodating countries

Participant: I got to discover.

İnterviewer: Like we got to discover because they are less racist. And man, I don't even think I've experienced any, any case of racism and my friends too haven't had that experience, which is a very good thing. So how would you describe your English language skills when you came to Northern Cyprus?

Participant: My English language skills when I came to Northern Cyprus, I think I've improved in fluency. Yeah, because the reason why I say so is because I wasn't that confident in myself, because I remember when growing up, my siblings always liked to laugh at me that I can't speak so well. So this fluency I couldn't really speak fluently, because I tend to be so cautious with what I say, which prevents me from speaking fluently. But since I got here, I really improved in that due to the presentations, and the encouragement, a lot of presentations, so I just had to, so I've really experienced great improvement in that area.

Interviewer: So you do realize that when you talk about English language skills, we are talking about listening, speaking, reading and writing, right?

Participant: Yeah.

İnterviewer: And you have made mention of just speaking fluency, which is related to speaking. So what about the other three skills?

Participant: The other three skills, I think they are good. Like, to be honest with you. I can't really say there is something I do better that I wasn't doing before. Yes. So to be honest, that's just it.

Interviewer: Okay. So with whom do you interact on campus?

Participant: I interact with my friends, my classmates, teachers, and others, each students, one of my classmates,

Interviewer: Are they all from one nationality? Or from diverse nationalities?

Participant: Not all from my nationality. I've interacted with people from Congo, Ivory Coast, Russia, Turkey. Yes. And of course, my country.

Interviewer: Okay. Who do you interact with off campus,

Participant: Off campus, I interact with just my friends. I am from Cameroon. Yeah, just my friends from Cameroon. Yeah, talking about friends, you know, there's always this thing like an inner cycle. I'm not someone who keeps a very large cycle of people. So I have just very few people. Those are the people I'm talking like off campus between my inner circle. Oh, sorry, I forgot to mention. Definitely supermarkets. You interrupt people in the supermarket. Yes. And people on the way may stop you to ask for something. It's very common. So there's that group of people which I interact with.

Interviewer: Interesting. How has your language ability impacted your social life?

Participant: I think because of my language ability, it's easier for me to communicate with people, especially here in Cyprus, and talking about when I say my language ability, I would like to include pidgin into it because I do speak pidgin so and Cyprus, there are people from many other nationalities who are just struggling to speak English. So with my knowledge of pidgin, pidgin is like a broken form of English. Yes, it's easy for me to communicate with these people because instead of saying I am coming to You just say I come they will understand. So I think that's how my ability has helped.

Interviewer: Okay. So in the course of communicating with people from diverse nationalities, do you face some challenges? Do people from other nationalities face challenges in understanding you when you speak?

Participant:Yes, most of the time a lot happens a lot, because sometimes it's difficult to break it down, like the simplest level, especially when the person doesn't understand anything. Like sometimes you say, as easy things as easy as

İnterviewer: you use the simplest vocabulary

Participant: Yes, but they still don't understand. But then action always helps in cases like this, like just doing actions.

Interviewer: Do you find yourself modifying your accent? Sometimes?

Participant: Yeah, I don't speak to my friends from Cameroon the same way I speak to my Turkish friends, because it seems like our accent is kind of too strong for them. So you have to soften the accent for them to be able to understand you.

İnterviewer: Since you started your educational journey in Cyprus, before I get into the details, how long have you been here?

Participant: How long?

Interviewer: How long have you been in Cyprus?

Participant: I'll be... October will take me four years.

Interviewer: Okay, that's quite a long period of time. So have you experienced anything rewarding or fulfilling? So anything fulfilling or rewarding since you started your studies on this?

Participant: Anything for feeling every word? And I think yes, the fulfilling thing is like, I don't know, like, since last year, I'm just so happy with my grades. I just feel like, I feel forfeited that I don't know what happened in the first two years. But since last year, my grades when it comes to studying have been just so good. So I feel fulfilled.

İnterviewer: All right, okay, Um, could you please comment on the relationship between students and teachers in Northern Cyprus, and the relationship between students and teachers in cameroon?

Participant: Okay, the relationship between students and teachers, that of Cameroon is kind of very tough. Like teachers are the ones who talk in the classroom, like as a student, you don't even have the right to talk, like sometimes even raise your hand to ask a question. And they will not answer you. Or they insult you. Yes, so

İnterviewer: So its a teacher centered classroom?

Participant: teacher centered classroom, but yeah, in Cyprus, like the teachers give the opportunity to the students to talk because they learn the language more as they communicate. Yes.

İnterviewer: Okay. Um, Do students have assessed teachers often, like teachers available, are they accessible when students need them in cameroon?

Participant: In Cameroon? No, not really. I wont say they are.

Interviewer: which is sad

Participant: yeah,

İnterviewer:So what about Cyprus?

Participants: In Cyprus..They are, like, even if you can't go to the office, like you send an email, when they see the reply, they'll help you. But then that's something difficult in Cameroon.

İnterviewer: Okay. What about the methods of teaching in both countries? Are there any similarities or differences?

Participant: The methods of teaching in Cameroon, it's, like I said before, is more of, sometimes the Grammar Translation method, like they use the Grammar Translation method. I'm saying this because I kind of studied French on the French side, too. So most of the time, the teacher comes to class. In fact, it's not even like Grammar Translation mentor, because every day teacher themselves sometimes the behave as if they are lost since they're in a French, in a French, French environment, they come to class English class, and they just start talking, talking in French, like, you don't even care about the people who are coming from the English speaking side. Because, for example, when I first got there, I was coming from an English speaking side. So the first year was kind of really, really, really difficult. And again, I went to a government school, you know, government school teachers don't really care. But it's kind of really different. here in Cyprus, because in Cyprus, they tried to use the communicative approach. Yes. And the tax base approach. Yes, where the mix students like they give you something to talk about. And you guys work together with some we get to communicate.

Interviewer: Okay. Interesting point of view. We all know that in recent times, technology has taken the front seat in so many sectors and education has not been left out of such developments. So I want you to comment on the incorporation of technology in the education system in Cameroon and the incorporation of technology and education system in North Cyprus.

Participant: In North Cyprus, like it's something they do, yes. Like, it's something that they do. That's one of the ways in which technology is taught, like Technology is everywhere. Yes, like even the smart boards in class. Most at times, even in the classroom, the teacher says, use your phones and get back to such technologies like all round. But in Cameroon, that's not the case. Because teachers don't even really care when they come to class. They just do their lectures, they just give you and then go.

Interviewer: It's surprising that if SOV was to be carried out, you realize that so many teachers in Cameroon don't even know how to use technology,

Participant: of course,

Interviewer: which is very sad, because the world has advanced, the world is moving forward. We are still lacking in so many things.

Participant: And one thing we've done is that they are very bitter. Unfortunately, teachers in Cameroon are very bitter, bitter in the sense that the way even lets you tell a student, like telling them like here, in Cyprus is very common. Teachers ask help from students where they are lacking technology wise, but in Cameroon, you don't dare do that to your teacher, you don't dare make it as if you want to tell your teacher what to do. If not, you might fail that course, you know…..

İnterviewer: I think it's not just something that happens in Cameroon, it's an African mentality. Africans, and especially Africans with also African teachers have an ego, which is very, which is quite weird. Because as a teacher, you're not expected to know everything. You're not an encyclopedia, yes, you're imparting knowledge, but you're not perfect, you can't know everything. So I've been exposed to a situation or a scenario where I had to tell the teacher something to do. And it became something else. I was almost expelled out of the classroom. And that is something that can never happen in Northern Cyprus. Because the teachers are quite accommodating. And daily, they know they're not perfect, and every student's point of view is respected. Yeah, we just hope Cameroon is going to do better so we can have a better education and stop leaving the country to look for better education elsewhere.

All right, with that being said, moving forward, have you experienced any difficulties in terms of your adaptation and socialization in the university?

Participant: in the university? No, not really. I'm a very open person, like I get to adapt to new things very fast, because I am very open and friendly. So there hasn't been any difficulty.

Interviewer: What about the Cypriot or Turkish culture?

Participant: Okay, about the culture? Actually, yeah, I find the culture very interesting. The only problem is the food.

İnterviewer: Okay, less spicy?

Participant: hmmmm

İnterviewer: All right. Okay, what about, let's talk about the aspect of punctuality, are students or teachers here more punctual than back home?

Participant: Talking about punctuality, punctuality, punctuality. I've never really looked at this but you're gonna give me a minute to.Talking about students? Do you know why I laughed, because I think it's like the same, the same, you know, we always say black man time, I think it is the same. Yeah, students come to class late. Students come to class very late. And everything, even in Cameroon, that happens. And I think the difference between here and there is that teachers tend to tolerate here, than in Cameroon, it's something that depends on the teachers themself. Yeah, teachers come to classes earlier than teachers in Cameroon.

İnterviewer: So can you, have you experienced any challenges or difficulties during your examinations? As a Cameroonian in Northern Cyprus, like talking in relation to the examination types or the assessment types?

Participant: I haven't really experienced any inherent difficulty the other time I had difficulties with my examination when classes were online. Yeah, I didn't really like the online concept. And it was so challenging because you didn't even have time to think that long enough for you to write because they, they I don't know. I don't know if I should use the word belief or what it's like you will be cheating if you're being given that time whereas sometimes you are just thinking.

İnterviewer: Okay, so what about the question types? Are the question types here the same with the question types in Cameroon?

Participant: Yeah, the question types are the same, like multiple choice questions, open ended and the difference between the questions is that when it comes to open ended, like the instruction is direct the question is direct, like what they want from you is kind of like direct, though not all teachers do that there is one teacher that likes to confuse people. I don't want to mention his name. Like before you interpret his question like, I remember, I failed his course I wrote his exams and I cried and unfortunately, I failed that course not because I didn't know what to do, just because I didn't know what was expected when he asked the question, and talking about Cameroon, that is just how it is like teachers instead of asking something directly, they tend to confuse you and I don't think that's the aim of an exam. The aim of an exam is to write what you know about what you're being expected of not to confuse you to see your interpretation skills of the question.

İnterviewer: Okay, so I had a similar experience but not here in Northern Cyprus and when I confronted the teacher, the teacher made me understand that interpreting the question is part of the exam. Like, the exam will be so easy or might not meet up with the objectives of the exam, if the questions are straightforward, but really Cameroonian teachers need to do better because they do that a lot. And I think they do that and wish that students can fail and pay more money.

Participant: Can you recount any rewarding or challenging experiences from your study abroad?

İnterviewer: My rewarding, rewarding, rewarding the challenging part, I think he was to be something I mentioned before like the online class. During that period, everything was just so challenging for me, because I didn't like it. I already had the concept in my mind that I don't like it so every other thing that followed was just so difficult for me.

İnterviewer: Okay,

Participant: then the rewarding parts. Like I said before, I am sincerely happy with my

İnterviewer: So what do you do after university?

Participant: I go home, I try to look for something to eat. After that, if I have an assignment? I do. It's no, no, not. I don't do it all the time to be honest, sometimes I just look at it and prepare my mind to do it like that. Then maybe I watch a movie and I sleep.

İnterviewer: Do you have any extracurricular activities? Maybe church? Community service?

Participant: Yeah, I do have church. Just church. I have choir practice, Drama Practice,

İnterviewer: Drama?

Participant: Yeah.

İnterviewer: Do you act?

Participant: Yes, I am in the creative department in my church.

İnterviewer: Interesting. Okay. Have you noticed any changes in terms of your beliefs, learning styles or strategies since you started your studies at FIU?

Participant: Yes, I have.

İnterviewer: What are some of the most significant changes?

Participant: First of all are the beliefs. Before coming to Cyprus, I already had the knowledge of this white man syndrome, like the white man is considered to be superior but then coming to Cyprus, I have realized that it is not like that and they do not even have that in mind, we are the ones back home that are painting them black whereas they are not black. About my learning strategies, I think I got to discover how I study . I'm not the kind of student who will study when it's not time for exams. I've tried it several times and it doesn't work but then when it's like two weeks to exams, that's when I get everything.

İnterviewer: So does that mean you function or your brain functions or assimilates better when you're under pressure?

Participant: Yeah.

İnterviewer: Okay

Participant: unfortunately.

İnterviewer: All right. So with your four years of learning experiences on the island and the fact that you're in the English language teaching department, do you think your classes, your teachers, your interactions with people from your country and people from other countries have helped you to speak a standard variety of English than what you spoke at home?

Participant: Yeah.Yes, it has. when I go home, when I speak with my friends, or have a call with my family. I don't speak the standard variety. Most of the time, I mix English with Pidgin, I just speak the way we will understand ourselves but then, when I am talking to a different group of people, I have to adjust and try to make it standard.

İnterviewer: Okay, so you know as English language teachers or as a future English language teacher, I'm sure your teachers are training you to function or teach as a native teacher right?

Participant: Yeah

İnterviewer: Not just to the teaching methods, but also to speak as a native speaker. Do you make any conscious efforts to change or modify your accent to speak like a native speaker?

Participant: To speak like a native speaker? No…. Like I said before, my accent is very strong, So what I'm speaking right now is the softest version. Yes. I can not talk with my friend with the same accent I am using now.

İnterviewer: How much are you invested in improving your English?

Participant: I watch a lot of movies, especially British movies.

İnterviewer: Just movies?

Participant: Yeah, Mostly movies, I wont say songs because when I sing songs, I easily get carried away with the melody and emotions.

İnterviewer: Okay. All right. Miss, thank you so much for your time for your responses. Have a nice day and see you soon.

Participant: Thank you.

ANGEL

INTERVIEWER: Hi miss Good afternoon how are you doing today?

PARTICIPANT: I'm fine. Thank you.

INTERVIEWER: Okay, so welcome to this interview session, please try as much as possible to give me honest answers, which will help me carry out this research successfully.

PARTICIPANT: Okay

INTERVIEWER:Are you ready?

PARTICIPANT: Ready?

INTERVIEWER: Okay, so to begin with, what's your mother tongue?

PARTICIPANT: My mother tongue is called Lamso.

INTERVIEWER: Do you speak it frequently?

PARTICIPANT: No.

INTERVIEWER: Why?

PARTICIPANT: Because I can't really express myself well in my mother tongue.

INTERVIEWER: Okay, so what were your impressions when you first came to Northern Cyprus?

PARTICIPANT: Really…. I didn't really have any impressions, or I just came here for study. So I wanted to just study well, pass well and that's it.

INTERVIEWER: interesting how will you describe your language skills when you came to Northern Cyprus?

PARTICIPANT: When I came to Northern Cyprus, first of all, back in Cameroon, it was good. Because I had just people who spoke English around me, there was no like pitching mostly with spoken English at home English with my friends English, and in the University English so I was really really good in English and like listening, speaking, writing, I was really, really good.

INTERVIEWER: Okay, so you do realize that English has four skills, right? listening, speaking, reading and writing. And your response has elaborated just one of those skills. So could you talk about the other skills?

PARTICIPANT: First off, I would start with writing, back in the school days, like primary days, secondary days and even like university days actually, we used to have like essay writing so I used to be like one of the best students, when it comes to essay writing.

INTERVIEWER: Ummm Well done.

PARTICIPANT: Yes. And when it comes to speaking, the way I speak, it's actually back then it was good. Because I get a lot of questions like why do you like speaking like you're rubbing? You want to sound like American or, like,

INTERVIEWER: Do you mean speaking with an accent?

PARTICIPANT: Yes. With an accent. So it's, I used to get a lot of questions concerning that. And when it comes to listening, actually, I consider listening to be one of those skills that like I was least perfect in it because I, like I couldn't really listen will actually but it was better than before. I can hear.

INTERVIEWER: Okay, how important is English in your university life?

PARTICIPANT: Hmm….English is really important in my life, my university life right now because actually, I'm training to become an English teacher So I need to be perfect and i need to be good, I wont say perfect, because it's not actually someone who is really perfect.

INTERVIEWER: Uhmmmm…

PARTICIPANT:At Least I need to, like, know the English so that I can able to teach.

INTERVIEWER: Okay, so you realize that knowing the language is different from transmitting the language to other people, right? So do you think that English, your English bank, the English, you know, now is enough for you to be a good teacher?

PARTICIPANT: Of course.

INTERVIEWER: Okay, good. So with whom do you interact with on campus?

PARTICIPANT:I interact with almost everyone who speaks English. Actually, my Cameroonian friends, Turkish friends, uzbekistan friends, like many people from many nationalities?

INTERVIEWER: From your answer, it looks like you're someone who is open to having friends from every part of the world.

PARTICIPANT: Not really

INTERVIEWER: Not really? Hahahh

PARTICIPANT: Yeah.

INTERVIEWER: Because you made mention of Cameroon,Turkish, Uzbekistan?

PARTICIPANT: Yes. Those are my classmates

INTERVIEWER: Your classmates? So do you make friends with people who are not your classmates?

PARTICIPANT: Uhhhm actually if there is a chance there…..

INTERVIEWER: Okay

PARTICIPANT: But if there is no chance, I don't think so.

INTERVIEWER: Fair enough. Who do you communicate with when you're off campus?

PARTICIPANT: Mostly my Cameroonian friends again. Because back in in my home, which is in Famagusta, I have just mostly Cameroonian friends and in church too, it's the same Cameroonian friends and Nigerian people too. So just mostly Yes.

INTERVIEWER: How does the language ability impact your social life? How does your English language ability impact your social life? It could be negatively positively or both.

PARTICIPANT: Mostly positively because I'm able to talk with many people from many nationalities because they can try to express themselves in English. So I can like, you know, talk with them since then they know how to know some little words in English and I can communicate a little bit well, but when it comes to like, social life out of the university, it's actually hard because I can't really communicate with people who don't know how to speak English.

INTERVIEWER: Okay, so do you often find yourself accommodating your English in order to suit international students around you? Or lectures in the classroom?

PARTICIPANT: Of course, of course, yes, of course.

INTERVIEWER: But your accent is so clear. And it's almost native like. What are some of the challenges or difficulties you face when trying to accommodate your English?

PARTICIPANT: Actually…i would say like, before I said that before I came to Cyprus, it was good, like, my English was good. So when I came here, I spoke with my classmates, especially, maybe level one, because they were still trying to get the English. So I had to break it down to like, in order to explain something to make them understand, I needed to, like, break it down to the lowest level for them to understand. And then I will use some words that I learned in Turkish like (tamam) or to make them tell me if they have understood. So I try to simplify it as much as I can for them to understand and even up to date, there are still some of my friends that I still do the same thing with.

INTERVIEWER: Okay, so how long have you been in Cyprus?

PARTICIPANT: Getting to four years.

INTERVIEWER: Wow. Have you made any new friends?

PARTICIPANT: Yeah, so of course I have. Can you like describe some of your friends and tell us what language you use when communicating with them? Actually i still use English

INTERVIEWER:Still English? So what about your Turkish friends? Do they speak English?

PARTICIPANT: Yes. They speak English.

INTERVIEWER: Uzbekistan?

PARTICIPANT: Yes.

INTERVIEWER: Have you tried learning their native languages?

PARTICIPANT: Oh, I haven't learned to my own native language too. Well hahaha so it's difficult. First of all, I have a problem with languages.

INTERVIEWER:Okay…..

PARTICIPANT: I cannot really learn the languages. But if I suppose that if I was exposed to the language, well, I would have learned some words,

INTERVIEWER:but you're exposed to Turkish you have been in circles for four years.

PARTICIPANT: I have learned some words

INTERVIEWER: some words? Fair enough. Okay. Have you experienced any rewarding things since you started your studies at FIU?

PARTICIPANT: I would say I would say yes. Let's talk about ways of learning different cultures, different accents….. Yes, I will say from the first year, actually, when I got into university, I …..getting to know my classmates still with my classmates though, the way they speak English with the Turkish accent was really different, different and funny because I got to hear the S word and I was like, really? what's happening, but then I got used to it and I knew that it's actually them trying to know how to speak English so I did not get offended about it but it was a progressive thing and up to now they have tried their best, and most of them have improved.

INTERVIEWER: Okay… what about in different cultures? Have you learned any new cultures apart from lamso culture?

PARTICIPANT: of course, the Turkish culture, like the Nigerian culture, of course, I used to hear Nigerian a lot from Cameroon, but not really, really that much. But when I came here, and I got in contact with a lot of Nigerians, and the culture is almost similar to ours, but not the same. So I cannot really specify which culture I really don't like.

INTERVIEWER: Okay, so let's sway away a little bit so do you think the relationships students and teachers have in Cameroon is different from the relationship students and teachers have in Northern Cyprus FIU to be precise?

PARTICIPANT: Sure.

INTERVIEWER: What are some of the differences?

PARTICIPANT: Actually in Cameroon, it's very difficult to uhhhmmm for a student to get in contact with the teacher maybe if the student faces a lot of problems in the course, because at times, the teacher just comes to the classroom and says what he says he doesn't really like attract the students in a way that it get the students attention in a way that maybe he needs to make them understand something.

INTERVIEWER: Uhhhhhhmm

PARTICIPANT: So the teacher doesn't try to make the students understand what he's teaching, what he cares about is just to come and say what he says, or maybe fulfill the ….

INTERVIEWER: Syllabus?

PARTICIPANT: Yes….. fulfill what he's supposed to do and then go but here, it's different the teacher actually puts it down, maybe tells the time he is free in the office and the time he's available. If you have a problem, you can come and meet me. I've experienced it a lot here at Final international university because I'm a student, actually. And I've gone to meet teachers several times.

INTERVIEWER: So in other words, what I'm trying to say is that lecturers in Cameroon don't have office hours?

PARTICIPANT: they have office hours but they don't make it available. They don't tell the students that I'm available at this time to make it known to the students.

INTERVIEWER: Oh

PARTICIPANT: that this time I'm in the office, you can come and meet me but here, they even tell you not even once, not twice, not thrice they can tell you and first of all, at the beginning of the semester, they have like a course outline where they speculate this is my office time. This is undisputed. Tell you the syllabuses So as a student you understand that the teacher is in the office, I can come and meet him but in Cameroon, it's not like that.

INTERVIEWER: Okay, so what about the different ways of learning and teaching? Do students here learn the same way students in Cameroon learn? And do they have the same learning experiences or learning styles?

PARTICIPANT: Actually.. not really

INTERVIEWER: from your personal experience? Do you think the way you used to study or learned back home is the same way in which you study here?

PARTICIPANT: No

INTERVIEWER: What are some of the differences?

PARTICIPANT: I'll bring the differences in terms of the field of studies. Because back then in Cameroon, I was a student so the way I studied was different I needed to read every day, I needed to like do assignments every day not leaving it to maybe I feel that I can do if I do if I needed to if it's mathematics I need to solve mathematics everyday physics everyday so that I can get acquainted to all the knowledge and I understand so it's not something I can leave it to the last day, I'm not saying I leave my assignments to the last day but here, it's different Like you don't need maybe it's the way I studied back in Cameroon, but when I came here, everything sounded so like, a little bit easier for me because coming from that aspect of learning to this one is like coming from a high like, for you in intense like it was intense like leaving from an intense to a moderate singles now is teaching us less intense to you. In terms of learning, learning. Okay.

INTERVIEWER: All right. So, that being said, what about the method of teaching in Cameroon and Cyprus

PARTICIPANT: The teachers method of teaching them in Cameroon is just like always teacher centered. It's always just like, teacher centered and back here in Cameroon it's back here in Cyprus is like it's mostly student centered in the sense that there is interaction in the classroom between the teacher and the students. Even the students interact with each other but in Cameroon, it's not that way. It's always the teacher who asks the question, the students answer and that sort of thing that they don't really elaborate even if some teachers just come and sing in class I will say sing because actually, that's what they do. They come and sing what they are singing and then go without saying they don't even care if students are actually learning. They don't care.

INTERVIEWER: Okay, so we are in the 21st century and in the 21st century, education is boosted with the use of technology, right? So I know the education system in Northern Cyprus incorporates a lot of technology. Do you think the same thing is happening in Cameroon? Does Cameroon incorporate technology into the educational system?

PARTICIPANT: No

INTERVIEWER: really?

PARTICIPANT: I will say no to a certain extent because right now there are some schools that have like technology, they try to involve technology in their scheme of work but not all because most universities, I can even say all the universities, just some that I don't know of most of them, they don't incorporate technologies in the scheme of work especially teachers, they don't care. They just come, they have the whiteboard, they have the chalk, and even assignments, they just give like normal assignments where you just need to go write on a piece of paper and come with it and submit it. They don't have a normal, maybe say where you can submit online or an online class maybe like the big blue button we use here. It's not there in Cameroon so the teachers don't actually know that. I don't know if it's because they're not trained in that way or, but they don't actually use it.

INTERVIEWER: Personally, I think the educational system in Cameroon is very backward and I think as the board of directors or the ministers of education or whoever is in charge of making those rules should put more effort into incorporating technology because it's a skill that is required everywhere. Now moving forward, have you experienced any challenges in terms of your adaptation, or socialization into the university culture?

PARTICIPANT: Not really, actually, because I'm talking about the cultures, I haven't really faced any problems and I think I'm neutral, actually because when it comes to holidays, they give us holidays when it comes to Christmas holidays actually

INTERVIEWER: Okay so if you're saying you haven't faced any difficulties right? So in other words, you're trying to tell me that the Cameroon culture is similar to the Turkish culture?

PARTICIPANT: No

INTERVIEWER: Are there some things that you came here and there was like a cultural shock? Something that Cypriots do that you find them to be very abominable in Cameroon?

PARTICIPANT: Yes, actually the smoking part because in Cameroon, if you're seen smoking it's like kind of, maybe you're going out of your line, maybe you don't belong to the normal people if you're seen smoking, you don't belong to the normal people but here, it's like normal. If you're smoking even little children smoke, so I was like, really?

INTERVIEWER:Yeah, it's quite a shock because in Cameroon it's a different ballgame. Moving forward, have you experienced any challenges or difficulties during your exams?

PARTICIPANT: Uhhhmmm a few actually but most of them was because maybe I didn't really study well for the exams but some actually because I had some teachers that when setting the exams like the characters they use are too small for someone to see all the options that are given, the multiple choices are to lengthy that you have to read from A to E. Oh, that causes a lot of confusions in the exam.

INTERVIEWER: So are you talking about the font size?

PARTICIPANT: Yeah, actually font sizes.

INTERVIEWER: So you face difficulties in reading and the multiple choice options from A to E ?one question from A to E? Wow Surprising Okay, so as a Cameroonian student here in Northern Cyprus ummm ... .have you faced any difficulties with the types of exam questions and the assessment methods? Do you think that the assessment methods and types of exam questions teachers in Northern Cyprus use are different from what Cameroon teachers use and what are the differences?

PARTICIPANT: Actually, back in Cameroon the the kind of questions the teachers asked the students is actually like difficult questions in the sense that they come to the classroom, they give a simple example or a simple, like, something very simple in the classroom, they can explain to the students and maybe the students understand that okay but when they come to the exam, they ask something really difficult in the sense that you cannot really even know if you if that's what you learned in the classroom. They tend to just confuse people in the exams Just get confused and lost

INTERVIEWER: Okay, so if I can understand you clearly, their aim is to make the students fail.

PARTICIPANT: Yes.

Really?

PARTICIPANT: Yes.

INTERVIEWER: Okay, so do Cameroonian teachers use more of MCQ, structural or essay type questions? Korean teachers use more MCQ structure or essay type questions.

PARTICIPANT: I can say it depends on the level actually

INTERVIEWER: interesting.

PARTICIPANT: It depends on the level but mostly in the universities, they use multiple choice questions and essay type questions because they expect you to write an essay, they can give you a question that that makes you write and write and write and that's Cameroonians are mostly prone to writing when it comes to exams and when it comes to multiple choice questions, the multiple choice questions are confusing in the sense that you look at the question you don't know the answer but you

have read, you have read, because I'm a victim. I looked at the questions before but I don't know the answer but I read for the exam.

 INTERVIEWER: Can you recount a rewarding or challenging experience from your study period?

PARTICIPANT: Not really

 INTERVIEWER: Okay what do you do after university?

PARTICIPANT: Actually, after my university, I get back home, I eat, I rest and if I want to watch a movie, I watch a movie or maybe there is an assignment I can do.

 INTERVIEWER: Okay. For all the time you have spent in Northern Cyprus, have you noticed any changes in terms of your beliefs, Learning styles or strategies?

PARTICIPANT: Uhhmmm.. my beliefs are not really because I tend to, I know that these beliefs that I grew up with, so it's not like I tend to protect those beliefs. I know that there are things that are not going to rhyme with those beliefs but I'd stay with mine, it's, it's not really altering what I believe.

INTERVIEWER: Okay. Yes. So has there been any transformation in regards to language awareness or development?

PARTICIPANT: Transformation?

INTERVIEWER: Let's say significant changes in terms of language awareness. Okay. I'll give you an example, previously, you said your background back home was science and now you're in an ELT field before coming to Cyprus. Did you know that English had a variety of speakers there, like American English, British English. There are native speakers. Speakers of a second language you know, did you know all these things?

PARTICIPANT: I knew them but not like what I'm studying right now like they were in like flashes. I knew that there were Nigerian English Cameroon English and American English and British English. These are the ones that I knew and I saw them maybe in films Like I knew of but when I came here I knew that like there is Turkish English this Afghanistan English like all those Turkmenistan's English, like the way I heard it sounded different. So I'm aware now of all these Englishes and I can really incorporate them now when I'm a teacher, because I know that I can not judge anybody's, you know, language or the way of speaking English So…..

INTERVIEWER: Okay, please elaborate on your socialization into the university context with international students and Cameroonian students. What kind of language do you use with Cameroonian students and international students?

PARTICIPANT: Actually, with my Cameroonian friends, I use pidgin English, because pidgin English is what we use back then in Cameroon although I did not actually speak it that much in Cameroon because I really did not have friends that speak pidgin English a lot. So but here, we speak it a lot in like, in most occasions, there is just a little chance of speaking English language with my friends here. And then I speak like I'm broken. I cannot term it broken but English is of low level with other nationalities because I cannot just speak fluently with them. It's like, I'm rushing the English with them so I need to break it down, as I said earlier, so actually, that's the way it goes for me.

INTERVIEWER: So considering the fact that you have been in Northern Cyprus for four years, do you have a preference like do you prefer to socialize with a specific group of people that are not Cameroonians?

PARTICIPANT: Oh, I will go back again to my first year when I came here. The first day I came here, I preferred socializing with my Cameroonian friends because they understood me. Maybe they understood every aspect, maybe my body language, maybe my slang, maybe my everything, so they understood me. So I prepared to do everything with them to speak with them. But as time went by, I discovered that it's not actually a good idea. So I'm not really good at making friends. So I try to like it if anyone comes close to me. I like to try to, you know, associate with the person, discuss with the person, maybe in English any possible way I can to discuss with the person I do it with.

INTERVIEWER: Do you think your stay in Cyprus has given you the opportunity to speak a more standard variety of English than you should speak at home?

PARTICIPANT: No.

INTERVIEWER: No….Why?

PARTICIPANT:Uhmmmm…. just because of my surroundings, actually, the people I interact with here. As I said earlier, I have alot of Cameroonian friends and we speak a lot of pidgin English, and my Turkish and other nationalities, we speak a lot of English, which is not really of high standards, like high standards. So the only place where I can get high standard knowledge or like input, it's in the classroom when the teacher speaks. So when they speak, I get it, and I cannot speak alone with myself in that kind of way. So I think actually back then was better.

INTERVIEWER: Do you think your English has improved since we came to the island? And how much have you invested in improving your English

PARTICIPANT: since I have been on this island as I said, again, my English has gone down. Actually, it has gone down and I'm trying my best to improve but if I improve actually who am I going to speak the English with in the first place because I believe that your English improves if you speaking with people like let me say for example if I meet someone who is of lower level in English, I cannot speak high level with the person

INTERVIEWER: Yeah…. you have to go down

PARTICIPANT: I have to go down. So it's only till I meet someone who is of higher level now that I tried to reach that person's level. That's only when I try to see how I can improve myself but if I don't meet such people often how to improve?

INTERVIEWER: Okay, so this is your last year. I'm hopefully you will start working next next semester, by the grace of God

PARTICIPANT: Amen.

INTERVIEWER: So let's hope that when you start your career, you're going to meet native speakers of English who will help you improve your English and maybe cause you to invest more in your language learning experience. Okay, that being said, thank you very much for your time and have a nice day. Thank you.

APPENDIX E: TRANSCRIBED OBSERVATIONS AND CLASSROOM TALK

So class this is one of our hocas, she is here to observe for her master's thesis, so she is going to be part of us today.

Ahhhhmmm Where are the others? Could you write on the whatsapp group to tell them I'm around. Sibat, Enihan, Ahmet (you don't have Wi-Fi?). Enihan? Yes, please send a message to the group and tell them we are around. In the meantime, let's start up.

Uhmm Unit 7. So we are going to start unit 7 today and wherever we stop, we stop, you write your quiz on Wednesday and on Thursday we finish unit 7 okay. Tomorrow, Meys hoca said tomorrow you shouldn't come. Take tomorrow study and prepare for the quiz.

(No) Stay at home and study because I don't want to see a quiz paper with a lot of wrong answers.

Okay fear? What are you scared of? Or are you ever scared of something? Sabat?

Snake? Me too.

Adele? Heights? Okay so you are scared of heights? Great! Enihan are you scared of something?

What are you scared of? Flights? So when you have to leave Turkey to come here, how do you come? Very difficult?

Okay how do you cope? How do you... like when you are in a plane? What do you do to overcome the fear?

Do you do something different? Okay, anyways we are going to talk about that in the unit later on.

Ahmet what are you scared of? Hmmmm? what's that? Sky? Ohh Skydiving. Have you ever tried it? Never? You will try. When are you planning to try? When are you planning to skydive? Ohh in Sudan? When? Okay, I hope you enjoy it.

Okay so in this unit we are going to talking about different types of fear and how fear impacts you. Do you think if someone is scared, it helps the person? İf you are scared of something; do you think it's helpful or it's bad? Which one? Maybe which one? Good or bad?

Maybe it's bad?

Why do you think it's bad if you are scared of something? Why is it bad? Why is it not good? Let's say for example Sabat you are scared of snakes right? Why do you think being scared of snakes is not good? How will it help you? (Laughing) Okay.

Don't you think if you are scared of something, it can help you? Maybe you can; Ahah; So you mean if you are scared of something, and it helps you to be more psychologically active? Kind of?

Okay, so we have a couple of ahhhhh fear types here, we have aerophobia, mysophobia, astrophobia, and acrophobia. No we have five; aerophobia. Which of these do you think you somehow show symptoms of having them?

By the way what is aerophobia? Flight. So who is aerophobic in this class? Enihan is good!

How about mysophobia? I believe I am because I always wash my throat with soap.

And what is astrophobia? Thunder and lightning. Is there anybody who is scared of thunder and lightning in this class? No? Okay and acrophobia? Hi ladies. Acrophobia! What's acrophobia? Maybe you are ……………

Yes, you are acrophobic. How about arachnophobia? Looks like him right? People who are scared of spiders. Are you scared of spider Sabat? Are you scared of spiders? Why? It's a spider it cannot bite you can it? Your acrophobia. Let's see acrophobia. Its height.

Oh I didn't even see that. Aranophobia wow! Yes, Anah which one are you? Or you don't have any? Sifir, how are you? Let's do the activity on the page…. Anah hello! Let's do the activity on page 180. Complete the sentences with the words and phrases in the box. Yes.

Finished? David, how are you? And you Zukienia? So we are talking about fear and we have different types of fear here, let's say acrophobia. Some people are scared of thunder and lightning, some people are scared of heights, some people are scared of animals, some people are scared of flights and Enihan said he is scared of flying. So which one are you Zukenia? You're the same as him. Sabat doesn't like snakes.

Abdu, are you scared of anything? Are you scared of anything? Heights, planes, germs, thunder, lightning, spiders or snakes?

You! Africans scared of spiders? (laughing). what's that? Acrophobia? Fear of heights. And fear of spiders? You changed the name?

Aranophobia. How many phobias do you have? Are you alone with this girl?

A lot of them? Oh my God. Okay let's continue. Can you do this? Why not? İt's fun. You get to see the city from another position to know how dangerous it is.

No of course they are going to secure you, you're going to have some lines tied to your body so that if you are falling it's going to... know... that's phobia.

Okay David have you ever tried this? Are you planning to do this since you said...? Why do you like it? Adrenaline... good! We are going to read about adrenaline anyways in this unit, but before we get to that point, let's complete this task.

Fears, learning and coping. May I have the homework? Unit 6 homework ....

One. The best way to fear is to put yourself in a situation that makes you afraid. Ehhhhh Altina? Sekina, she is not ready, tell us the answer, she is not ready.

The best way to face, okay which one? This one? David. Extreme no. What did you say? Get over, fake, cope, yes you were saying something Altina; get over

İt is important to control your feelings when you have to **face** a fear. Face, ehmmm Jelica 3? Reading exercises can help to keep you calm. They relax you and allow you to focus.

Fourrrr Ali. When people see someone, they react in a worried and stressed way as well. So the options are Extreme, get over, harm, panic, phobia, cope. Extreme? When people see someone panic, good!

Ahmet, people who can't ……. and manage their fears need to seek help. People who can't? cope. There is one Ahmet in class right? Yes, Abduuuu phobia? Fear is normal but a phobia is more serious and can change your life.

Ahhhh... Adelle? Adelle Adelle Adelle Adella... Adelle? There are no extreme miles?

Adella is that correct? Hmm! Okay thank you nice try Adelle.

And eight, who hasn't said anything? David? Extreme? My fear of flying is very extreme. İ avoid traveling because it is so bad.

So let's read ahhhhhhh fears, learning to cope. But before we read, I want everyone to go through the text fears learning to cope and underline all the topic sentences in each paragraph. Underline all the topic sentences in each paragraph.

First one? What's it? Okay the first part of it till the full stop is a topic sentence.

Yes, number two. Okay three? (calls a student's name) you wanna try? Good! And four, Anna? Uhhmmmhh! Good! Ahhhhhhh Enihan five? Good! That's all, that's all Enihan, it's very short; people have different views.

It's finished. Sefir six? Thank you. Now that we all have identified the topic sentences of each paragraph right, what is a topic sentence? Let's try to remind ourselves. What's a topic sentence again?

Yes, Zukenia look at the board and remember what we wrote on the board. It has the main idea, I don't wanna ask any other thing about topic sentences that's what I'm looking for today right? You know what are topic sentences, it has the main idea. So when we look at the topic sentence let's say for example; topic sentence three, paragraph three. One important thing to consider is the difference between what we call a fear and what we consider a phobia.

What is the main idea? Main idea in this topic sentence? Finished that's it. How about five? What's the main idea? No Zukenia, no Ramatliah, no Altiniah. What's the main idea of five? People have different ways of coping.

No we are not reading the paragraph, we are looking for the main idea from that topic sentence. Different ways of coping with what? Coping with what? With people? Coping with people? Coping with fear, coping with phobia? Coping with what? With studies? People? fear? Fear right? Okay.

How about 6? One of the most extreme ways of dealing with a fear is to face your fears directly. Jelica? What's the main idea? Good so, the main idea is dealing with fear by facing it directly okay? That's the main idea.

We said in a topic sentence you can have the main idea, the key words also give you ideas of the main idea and usually the main idea is connected to the? The title, so all these sentences that we have identified and key words, they take you back to fear, learning and coping.

So when we look at ehhh paragraph 5, which of these keywords are there? Coping. How about paragraph 3? Learning. How about 6? Fear right? So you see, most of the topic sentences have key words of the title, tamam? Now that we have identified, let's read and while you are reading, I want everyone to look up the following words. Which paragraph has these words? and what is the meaning of this word? When you read, sometimes you don't know the words, you don't, it's your first time seeing it, but the words you have around them, around that word let's say for example, I'm talking about poisonous. You don't know the word poisonous right? İf you read the sentence before this one and you read the sentence after this one, it can tell you the meaning of poisonous. So I'm going to give you a couple of words and while we are reading, we are going to try to find the meaning of these words, okay.

And these words are genetic, are you writing it down? Genetic which paragraph? Two. Classify? Three. Confront? Four. Practices? Four. Prove? Five. Landmark? Six. We are going to find definitions of these words as we read. Ready? Number one Ahmet. How's that? It's the best paragraph right? Number two, who wants to read two? Zukenia, three? Ramatuliah , four? Jelica, five? Adella, six? Six? Six? Ali. Let's go.

One. Thank you. Okay are you born scared of something? Or you learn how to be scared of something? You learn. How do you learn? Do you learn from school or you learn from? Yes, paragraph two is talking of how we develop fear and one way we develop fear is; do we learn fear or learn how to be scared of something from your teacher or from your parents? What if you go to the beach and you see a lifeguard bringing out someone who almost drowned himself in water and you tend to be scared of swimming. What is that?

Are you naturally scared or you learn to be scared? Natural? How natural Zukenia? Cause you saw someone almost drowning and for that reason you are now scared of swimming. So you learned not to swim or not to go around water because you don't want to swim, because you saw someone almost dying right?

Okay three? Disorders, six per cent, around six per cent, ………………., through tunnels, nmhhmm. Okay, so just like Altina is aerophobia, she is acrophobic, so many phobic. What's the difference between, no before I ask what's the difference between? Do you think fear and phobia are the same? What's the difference?

Okay fear is short term; phobia is long term. What else? Okay yeah that's right sometimes let's say you are scared of snakes, spiders or just like Enihan is scared of flying, somehow he flies right? you cope with the fear. So phobia is not all the time long term. But what's the difference? What's the key difference between fear and phobia?

That's the difference. I can be scared of snakes and lightning strikes right? If I see them I run or I can be scared of dogs and see them and run but a phobia can even cause you harm. İ know people that will never take this street if they know there is a dog around here. That's phobia. So if it's causing you harm and it's causing you ahhh mmm something, how do I explain it? İf it's something that can make you forgo a lot or even forgo something that is really important in your life then that's a phobia.

Let's say ahhhh you're, when they say you're aerophobia it means if you get on the plane you can have a shock or depression, you can have anxiety that may, might lead you to the hospital. That's the difference between phobia. Phobia is more serious than fear. You can be scared of anything, you can, let's just say for example; someone just says a snake everyone can jump right? But if you are phobic, that's another thing. People that are phobic, if someone hears that there was a snake in this class that person is not going to enter this class again. That's how phobia is.

Okay give me an example of phobias mentioned in paragraph three. Crossing the bridge or traveling, what else? We have one more. Good! Social phobias such as public? Thank you who is reading four? Okay thank you Jelica. Baha can you explain? mmmhmmm Okay. How do we deal with fear? Thank you Atala.

How do we deal with fear? Sefir I've not heard anything from you. Is that hand up David? Or you're stretching your fingers? Yes, Sefir? Guys we are reading and I need everyone to try and contribute. There are a lot of ideas here. I need you to say what you understand if not we are not reading. Yes, no one is there to explain? İs it 5? Yes 4. What have we just read about 4? How to control your fear, thank you.

How do we control our fear? Reading exercises, imagining yourself in a happy place or? Don't panic. What do you do when you are scared? Let's start with Altiniah. let's say you're scared; okay let's say there is a spider here what are you going to do? You're alone in this room, no one is here, only you and the spider. Okay the spider is here and you are here. And you need to deal with the spider before you leave the room. (laughing)How are you? okay if the spider is approaching you? Right and it comes near, again closer. İt get to the table, touch your feet? And what happens after that? Aren't you going to deal with the spider? Crying will not stop the spider from moving. You will not kill it? What are you going to do to get yourself saved?

Or let's say you go to bed, you sleep and then you feel like I'm no longer comfortable, feel like I'm not on the bed again and you open your eyes you are on a roller coaster or something like this. Ehuu ehuuuu! What are you going to do? Cry again? And after crying? Cry? After crying, who is going to get you out of that place? There is no one to help you, it's just you.

So what does paragraph 4 say about dealing with fear? Ehhh? Yes, you have to control it, you have to stop crying at some point. You should be able to control that panic. You should be able to stop crying at some point and tell yourself Altina I can do this. I'm gonna take myself to gradually cross this rope

and I'm not gonna look at the floor down, I don't want to fall and then you cross. Or you're going to tell yourself okay Altina it's just you in this room with this spider so find a way to get rid of the spider and leave the room. Because if you continue crying the spider keeps coming and then what happens? Cry again?

.... but then you are scared of spiders so what are you going to use to kill it? Okay that's dealing with fear right? That's coping with fear. Using your leg, your fist to do whatever you want to do with the spider.

Five. Shark. Okay so, is there anybody who has elevator phobia here? The elevator. (Call it in French). I am, anytime I enter the elevator I get my phone ready. Never, I'm going to die because anytime I enter the elevator I think of it so if it happens I will die. Once I go in and if I suspect that this elevator; if it's the one on campus I'm already used to them. İ know this one in less than 30 seconds. I'm already there. But if I go to a building that I'm not very sure of and I'm not used to the elevator, elevators are so outdated once you enter it shhhhhhh! I'm getting my phone ready in case there is anything I will just call for help. I have elevator phobia and that's me. I'm always cautious. İf I suspect that this elevator is going to stop I'd rather take the staircase than to take the elevator. Unfortunately, I'm sorry. Nee mhm hmh.

İ'll tell you one experience I had in a friend's place, I took the elevator and it actually moved, I put the number and I thought it went to the floor I was intending but then I got to another floor and I didn't know where I was, so I had to take the elevator again to where I intended to go and it was stocked, not moving I immediately called my friend but luckily for me an idea came up; just go back to the floor you came from and when I got there I walked out of the elevator and used the staircase.

Haaaahhh they'll meet my corpse. Jesus Christ!! What happened to the oxygen? Nonono I'm already thinking that I will not take the elevator again. That's a very bad place, no one should take elevators again. Please let's read six.

Yes, six. Hmmm! Thank you. So we have the name Elen Robert. What was his phobia? Height. How did he cope with it? How did he deal with that? He started by climbing his father's seven floor apartment then he climbed the tallest landmark building in Chicago right? So, how about Altini? You visit a zoo and look for spiders, let's see how you can cope with it.

Anas you are super late. The bus came late, okay that's it for fears, learning and errrrrr what's that? Coping. Now let's see if you got the definitions of these words. What is genetic from paragraph two? What? Okay let's go according to the book errrrr since it would be difficult for us to move the word. To face or deal with a problem. An activity or way of doing something. Things we are born with because of our parents? Genetics. Ahmet genetics. Good!

A famous building or site. Landmark. Information or evidence that shows that something is definitely true or exists? ………………. To put people or things into groups. What's that? Classify. The past tense of classify is? The simple present of classified is? Classi? ends with -y, classify not French, classify and the simple past is? Classified. The past participle? Classified right?

Tell me an example of a landmark building in Girne. Landmark. A famous building or site. Landmark, what's that? Dima yea, Piabella, what, which building is that? How about Nusmar? No? Why not? Nusmar. Put your hand up if you know Nusmar.

So how come it's not famous David? Answer the questions not using not more than three words from the text. What fear might you develop if you see someone almost drowned? Fear of? What do children learn about fears from their parents?

Fear of planes, behavior and attitude. The way to behave if you encounter or you come across something that is, that you're scared of. What kind of phobia do 15 million Americans have? Social phobia? Are you sure? So we go 15 million, the number 15 million have you seen?

Social phobias like? Such as public speaking. Good! Four, what won't happen if you control your fear? What won't happen if you control your fear? Halil, what kills people more than sharks every year? Snipe Vending machine. No, the answer is a snipe Vending machine. Snipe bending machines kill more but Sharks kill 5 people a year.

You can be worried and no one is going to know. Look at Anna, I can say Anna is worried, you are not going to know that she is worried. Panic is different. Let me give you an example, what happens if you see a spider or a snake? What happens? Panic. So she screams, she starts trembling and then you are talking of adrenaline so I …………………. So panic is when you cannot control yourself… but what worries you? You can be worried and you're subtle, you are calm, you're normal. Panic, you can never be calm.

Okay, can we continue? No? let's go to uhmmmm flights or frights? We are going to do a vocabulary preview. Flights or frights? You do the exercises and then we go to vocabulary development before we come back and read. Page 122.

The power and enthusiasm for wanting to do something is? ………………………………… frightened or worried? Where is Camile? Camile? Frightened and worried? Scared. ……………………………….. Scared. Yes, and H? ……………….. let's do something, Enihan you are going to one, if you get it right, you call someone to do two. If you don't get it right, you do two. Wrong! Correct answer? The fear gave them the _____ to move quickly. Enihan you're gonna do two again till you get it right. Two? Good! So now you have the power to call any other person to read. Sabat. uhhhmmmm. Protect? Sabat you're gonna do four. Almost! sabattttttt five. Animals try to? Bravo. You are saved.

Next person Sabat who is going to take over from you. Hiiiii Hhhh you are only saying boys. Yes Abdullah, he is very serious? Reaction. So Abdullah you're safe so who is gonna take over from you? You can call a girl this time. A girl please leave Ahmet alone. I knew …………………………………………… Seven, friend's defense. She rushed to her friend's defense when she was in danger. Her friend's defense, yes, Onur, good! So ……………………… who are you getting? Who is next? She probably forgot of Jelica, I thought you were going to call her. Important to remain? Hot. Good! So let's move to hmmmmmm what's that? Hmmmmmmm vocabulary development. Yes, please.

Are you already doing one? Ehhh! What is that? We are gonna come back to it. You want me to describe my phobia. Question 3 describes how you feel and how you will react in each situation. Since you want us to do it, let's do it. How about we start with Rhumatiii ehhhhhh! Altinia? She is the highest person with fear and phobia.

This is your day, Altinia. Describe how you feel and how you will react when you are faced with a dangerous animal. Altiniaaaaaaa? Ehhhhhh describe, how do you feel? And how do you react when you are faced with an animal? Don't you ever get tired of crying? Cry, cry, cry, cry? And it's going to stop the animal from coming towards you? No, what are you gonna do? Camile, what are you scared of?

Ahhh they say ahhhh dangerous animals, giving a presentation and being trapped in an elevator. Giving a presentation. So how do you feel when you have to give a presentation? Stressed, and how, what do you do then? So how do you do your presentation Camile? Do you face the people or do you face the board? Why the board? Stress? Are you presenting to the class or are you presenting to the board?

No, what is important? A presentation right? You have to take the center, you are the commander of that class so you need to have eye contact, body language not just words, but body language counts, your eye contact with the audience ensuring that David is getting what I'm saying, Sefir is agreeing with me and Ahmet is not distracted, he's not board that's why I need to face them.

22 May, 11.42 first period.

Speaker 1: Diana
Speaker 2: Gaby
Speaker 3: Flora
Speaker 4: Elsie
Speaker 1. Good Hocam and you. Hocam I think 2 people are presenting today. Mardana and Gaby. Hocam i will start mind today after their presentation
Speaker 3: Hocam after their presentation, we will know if ours is going well or not
Speaker 1. Yes, no, not according to their presentation but using the format. Seeing how they will present theirs and I do mine. I haven't done anything yet Hocam.
Hocam I haven't done anything yet, I will send you my video this week. No tomorrow Hocam, I will send what I will do tomorrow. I will send it before I start.
I will send what I will do for my presentation tomorrow to you.
Yes Hocam.
Half an hour is much Hocam.
Wow
Together
Speaker 2: Maybe according to the way they happened. To the order in which it happened, the second step a bit
Speaker 1: John thought
Reason However ummmm, conjunction, then, pronounce

22 May, 12.13_2nd hour
Speaker 1: Diana
Speaker 2: Gaby
Speaker 3: Flora
Speaker 4: Elsie

Speaker 3: Hey
Speaker 4: Hey
Speaker 3: Where is everybody?
Speaker 4: They took Ben to the park. Where have you been?
Speaker 3. Just out, had some lunch, just me. Little quality time with me. Hey, thanks for your jacket
Speaker 4. Oh, it's no problem. You can borrow it by the way
Speaker 3: Thank you
Speaker 4: Oh, here are your keys hun. Hey
Speaker 3: Mmmm yes
Speaker 4. If you were at lunch alone, how come it cost you 53 dollars?
Speaker 3. You know what probably happened, someone must have stolen my credit card
Speaker 4: And sort of just put the receipt back into the pocket?
Speaker 3. Huuuh Uhh that is excellent. Excellent question. That is excellent.
Speaker 4: Hey, what's with you? Who did you have lunch with?
Speaker 3: Judy
Speaker 4: Who?
Speaker 3: Julie
Speaker 4: What
Speaker 3: Judy
Speaker 4: You were with Julie?
Speaker 3: Look, when it started I was just trying to be nice to hear her because she was my brother's girlfriend and then, one thing led to another and before I knew it we were shopping.
Speaker 4: Oh oh my God
Speaker 3: Look, honey wait. We only did it once. It didn't mean anything to me
Speaker 4: Yeah
Speaker 3: Really?
Speaker 4: Yeah, right.
Speaker 3: Really
Speaker 4: Sure
Speaker 3: I was thinking of you the whole time.
Speaker 4: Yeah right.
Speaker 3. Look I'm sorry alright, I never meant for you to find out.
Speaker 4. Oh please please. You wanted to get caught
Speaker 3: That is not true
Speaker 4: oh, so you just sort of happened to leave it in here.
Speaker 3. Did it ever occur to you that I might just be that stupid?
Speaker 4: okay. I just have to know one thing. Did you go with her to glooming bells? Oh ok ok ok. I just really ummmm I just really need to not be with you right now
Speaker 1: Man and his wife
Speaker 3: Yes
Speaker 4: Ok I will try. That's a bird
Yeah
That's a bird.
Oh I got it
Speaker 1: Based on this play
Speaker 3: Irony
Speaker 1: Reverse engineering
Speaker 2: Right, so when ruby got his samples back from the laboratory, he made a startling discovery. What he believed to be igneous was in fact sedimentary. Imagine his constellation
Speaker 1. Persuade
Speaker 2: Advice

Speaker 1. Yeah but it will be great. They have great theater, great accent. Oh T they have a queen. It will be great because we'll have big ummm big Ben and little Ben in the same city.
Speaker 3. Persuade.
We each buy only one gift and there's the added history of you know, who gets who, who gets whom. I don't know why I do that.
Speaker 4: ohm seems pretty simple. Your first line is my name so just repeat after me. Je m'appelle Claude
Speaker 3: Oh you guys, oh my God. You're never going to believe what happened to me today. I am sitting in my office.
Joe, kind of in the middle of a story here
Ok so anyways, I'm sitting in my office and guess who walks in
Joe! Yeah, guess who walks into my office. It's the end of my story. It was Ralph Lauren. Ralph Lauren walked into my office.
It's the same story
Anyway, Ralph just came in to tell me that he is so happy with my work, that he wants me to be the mesha wehti? Mechanizing manager
I get a big pay raise
I get to hire my own assistant

Well I didn't get the job at Gucci and I got fired from Ralph Lauren.
I guessed it's here because I got promoted
No no, nobody tells him. This is a big night for him. I don't want to spoil it.

Speaker 2: So I'm going to be presenting and I will try to be fast. I'm going to be analyzing a movie, the title is the English Teacher. It's a 2020 movie and we are going to watch it. It's 12 minutes but I'm going to put it on 1.5 speed so that it can be fast.
Speaker 1. Cla check if it's playing in 1.5. Check the speed
Speaker 2. Please wait. Let's read it. Please let's read the email
Have we read?
I don't know why, I feel like it's not playing on 1.5

Speaker 3: İt is
Speaker 4: It's slow, you have to go up. Up
Speaker 3: Can you try this one let's see?
Speaker 4: Try this one let's see
Speaker: 2: That's slow. That's slow
Speaker 4: Then why is it not fast? I don't know why
Speaker 3: Put it on 2
Speaker 2: I'm nervous
So we've watched the movie and this is the summary. I hope everybody understood the movie. If not, I'm going to give a brief summary.
So, this student or this man. He sent a text to the, sent an email to the teacher because he knows him but the teacher doesn't know him and he is saying he wants to learn English. His reason for learning English was to apologize for what happened, what he did so the teacher did not know his reason so he gave him some certain amount of money. Like the money was really too much for what he was requesting from the teacher so all of it was just to apologize.
So the discourse analysis focus I will be having here is spoken discourse, which is uhm modals of analysis. So we have Sinclair and Courthand exchange patterns.
Who can remember this exchange pattern? We had it in the midterm exams. Who can try?
Speaker 3: Initiation, Response, feedback
Speaker 2: Thank you initiation, response, feedback. For Sinclair we have opening moves, answering moves and follow up moves. Opening move, answering move and follow-up move. So this movie we are going to see that uuuuhm complete exchange took place. Like there were a lot of opening moves, answering moves, like complete. We know that when it's opening, answering and then follow up its complete so we are going to see some examples

So In example 1 here is the first exchange.
So why don't you tell me a little bit about yourself and why you want to learn English?

So that's a question and the student goes «I speak basic English, I use trans and the teacher completes the umm, the state, the word because he could not complete it.

He said you use a translator. This is the teachers follow up and then the student said yes translator yes. So in this short exchange, the teacher initiates the opening move with a question. The student tries to answer but doesn't get the last word and the teacher follows up with the work needed and the student acknowledges the follow up with his own follow up.

We know that it is normal in conversations we can have 2 follow ups. Like if I say thank you, it's a follow up, and you say you are welcome. So here like in this exchange we see that the the uhhmm, this is the follow up and the student acknowledged the follow up

Now in the second exchange, the teacher was like please listen carefully and repeat after me. My name is Jim, what is your name? So the student is to say, to give a response to this my name is Jim then what is your name and the teacher goes with the response very good, very good. A motivating follow up

The next exchange. You say sorry not pardon? This is a question. You say sorry not pardon? And the teacher, this is a student asking the question not the teacher. The teacher says yes. We say pardon when we want somebody to repeat something we say and the student repeats it again. Pardon when somebody repeats. Like this is his follow up.

This is the question, this is the answer to the question and this is the follow up and then the teacher acknowledges the follow up yes pardon.

Let's look at the fourth exchange. So what do you want to ask me? This is a question and the student answers the question with a question. Are you happy? This is the teacher's question and the student answers the question with a question « are you happy? » and then the teacher answers yes I'm happy to be your English teacher and this is another follow up, the student says ok good.

So this uhhmm exchange can also start with the student. It starts here but it can also start with the student. The student can initiate something like « are you happy? " and the teacher answers yes I'm very happy to be your English teacher and the student says ok good. But, the teacher asked the question and the student asked another question as an answer to the question.

Yes there was Hocam.

Okay.

He said you wanted to ask me something. The the the started with you wanted to ask me something like the scene was not shown.

Yes

Here there is a complete exchange as well and then the last exchange here is why do you transfer me £700 for such a short list? That's a question. The response or the answer is because you are my friend and the teacher was no no I'm your teacher, you are my student and that's where this exchange ended. The next one now was an initiation to another exchange so this exchange ended here. So we have questions, answer and follow up.

So I have more analysis. So we use language to talk about ourselves. Like to talk about ourselves when learning to talk about ourselves using language so the teacher asked me to tell me more about you and why you want to learn English. So, this was the question the teacher asked and then this is the student using language to talk about himself. The student says I speak basic English, I use trans, translator, trans and I have exam, English exam in two weeks. Please teach me. So analyzing here I said we use language to talk about self, to give reasons or become understood because using language he gave his reason. His reason was I have an English exam in two weeks, please teach me.

So I'm going to ask us ummm, like, let me ask anybody.
Tell me more about you and why you want to learn English. So who wants to answer this question? Stephy please answer. Tell me more about you and why you want to learn English

Speaker 1: I'm Diana
Speaker 2: Yes
Speaker 1: I'm learning English because I want to be a teacher.
Speaker 2: Because you want to be a teacher. Yes, so we see that we use language to talk about ourselves or to give reasons like she said she wants to be a teacher is a reason or become understood.

Seen to introduce herself like he uses the language my name is Robert so repeat after me my name is Jim and, we use language to introduce ourselves, same as talking about self. It's the same point. And then, we learn how to apologize in language.

So let's read this ummm. I'm sorry I'm late. London traffic can be a nightmare. You say sorry not pardon? Ah yes we say pardon when we want somebody to repeat something we say. And then the

student goes pardon when somebody repeats, yes pardon. So we use the, we use language to apologize. This is the apology here. I'm sorry I'm late. So uuuuhm can we make some few sentences with pardon or sorry?

Speaker 3: I'm sorry I ate your pizza

Speaker 2: She said I'm sorry I ate your pizza

Yes, ok thank you. Flora she said pardon

Speaker 3: I'm sorry I ate your pizza

Speaker 2: Good, thank you. So in this movie we saw that we can also use language to talk about self, to apologize and we use language when socializing with a group of people.

So let's look at this exchange. For example, repeat after me. You are my friend uuuhm you are my friend aah you are my friend and then the teacher asked why did you transfer me £700 for such a short list. Students say because you are my friend and teacher says no no I'm your teacher you are my student. You make me happy and you give me English lessons. Here that's very kind of you. So with this exchange here, I analyze that we use language when socializing with a group of people. In interacting with people one gets to assign different activities based on the relationship. Like here socializing with people he said you are my friend and uhm another identity I am your teacher.

We use language when interacting with people and to assign different identities to people using language. You are my friend and I am your teacher

Is there any other identity like that we have among ourselves here that we can give as an example?

Speaker 1: You are my classmate

Speaker 2: I am your classmate. What else?

Speaker 2: You are my roommate

I said we use language when socializing with a group of people so let's analyze the apology scene.

So according to John Paldony every apology has 3 elements.

Acknowledgement. You acknowledge that there was a problem. Accept. You accept your fault if it was your fault and then you make amends. So I used this to analyze the apology scene.

I'm so sorry, I think the lesson has ended. For the next class

Ok I'm so sorry for you, for the loss of your wife Emelia, it was me who hit your wife, I was late for work, I was too scared to help. Something like that. The transcript wasn't correct, I corrected most of it.

I want to send you money so I can learn English so I can apologize to you. I know many sorrys wouldn't bring your wife back but now you know at least who killed your wife.

So using this uhhhm, these elements acknowledge, accept and amends can we differentiate uhhmm, analyze this apology to these different points?

Acknowledgment, acceptance and amends

Speaker 1. Acceptance, it was me who hit your wife. Acceptance.

Speaker 2. Acceptance yes. He is accepting that, he is accepting his fault and amends

Speaker 4: I'm I'm so sorry

Speaker 2: yeah

Speaker 4: for the loss of your wife and I want to send you

Speaker 2: Amends start from here. I want to

Speaker 3: I want to send you money so I leaned English so I can apologize

Speaker 2: Thank you. The acknowledgment was I'm so sorry for the loss of your wife Emelia and then acceptance it was me who hit the car of your wife, I was late for work, I was too scared to stop and help and then the amends I want to send you money so I can learn English so I can apologize to you. So you can write an apology sentence with these 3 parts.

Thank you

12 May, 17.38 Clara (observation)

Welcome to my presentation.

The silent way.

I think just as the name I dictates, maybe we should be doing the presentation silently.

Hocam to be honest, I, this method honestly it's ummm, so I tried to go through the notes to understand the method but I couldn't really understand it until I had to watch a video. So I just want us to watch the video as well and when we will be doing the topic you will better understand.

Yeah so I think basically you understand the concept. So, just as it's boring to you, that's how boring the method is as well.

So one thing we should understand with the silent method or one thing I read from the book about the silent method, the, the materials are mostly the Fidel chart. This, they call it the Fidel chart. From the definition I got about the Fidel chart, they are charts that presents all the possible spelling s of each sound of the language you are about to teach for that day concerning your lesson plan, and this one as well, this ummm stuff the lady is holding with different colors and different shapes, those are culinary rods. Culinary or cusinary riot I don't know.

Colletary no.

Caleb

Basically from what I read, the materials are what you just saw like that. The Fidel chart, the riot, the pointer. Basically you design them according to your lesson already.

For everyone? How do you mean everyone? Like it's for both the students and the teacher.

Yes, yes.

Okay, so we move on to the introductory part. Yes student 1, yes. Okay just like we saw in the video, sounds are coded with colors. That is their own, that is his own thinking that if you link sounds to maybe colors or visuals, students can easily remember or retrieve the learned knowledge or the learned lesson.

Yes the next one

Yes, there is a lot of pronunciation, repetition. Like we saw in the video the teacher is most silent, just the students are talking, ee, eee, waa, waa, just as it is in the video. So, but one thing I noticed as well the teacher, when the teacher is mostly silent and doesn't even do the correction like to correct the student because if you noticed in the video, there was a part where the student could not pronounce the sound. The T like in Telsie but the teacher did not correct the student, the teacher had to go back, start from the beginning before coming back again to the T Telsie.

So this aspect of correction is very absent. Yes, little or no correction.

Like, major like major difficulties. When the teacher finds the students having major difficulties. There was another video I watched ummm I don't know but major difficulties before the teacher can step in but most of the time the teacher is silent or most of the time correction is absent.

That's why the teacher is not like the center in this method.

Students in this method are expected to be more responsible. They are the ones that could construct their own meaning out of the language. Most at times, throughout the lesson.

Yes Hoca,

Yes I'm in this context there is just one student but most at times with the silent method we have this kind of group interaction as well.

I watched like two videos, one with this single student and the other one with like kind of children so when the children kind of like, when the single student pronounces the word differently, the teacher is like kind of does like this and another student like kind of gives the same pronunciation in a different way and then he says let all the students pronounce. Just like that, just by gestures.

Yes. Actually in this method the

Yes Hocam I'm going to go into the theory.

So, the teacher is expected to be silent as much as possible throughout the lesson while the learners produce the language as much as they can. Yes student 1

What can we remember from the traditional and situational language teaching?

Repetition yes, yes, so basically the silent method also draws from these other methods. The silent way focuses more on accurate repetition of sentences like we just said which is modeled by the teacher and later on loves from guided elicitation activities to free communication. This free communication among peer like we said from the beginning we have this aspect of students group activities, students who correct each other like ok if you did not pronounce or you did not give the right pronunciation, another student raises up the hand and gives the right pronunciation

When a student gives the wrong correction, the teacher is kind of okay with the next student.

One of the reasons for the popularity of the silent way in the United States was that it was noted to be a strong inducement of verbalisation among Americans because communication is said to be a verbal activity according to, but how is it possible?

Now when I'm looking at it, how is it possible? Silent and then

Exactly. How do you think the silent method is becoming popular? Kind of like looks

But anyway that's what I got from the book but it kind of like

Haa the difference. Maybe at the level of the teacher

In this other method from what I noticed kind of, the teacher is, no, the teacher is not the boss in this other method, the silent method but in the other method, but I think, yes. I don't understand how the

teacher is the boss by keeping silent Hocam. Modeling yes, true. Yes, hocam. Kind of, kind of but the teacher knows when the student makes a mistake and kind of goes back to the beginning.

But Hocam I think with the previous method. Students are kind of like communicating as well, more than. This one is just kind of, yes drilling.

Okay, now we move on to the theory of the language.

Funny enough for his own ideology about language and meaning, experience has been attached to the meaning of language.

I don't understand hocam.

Linking maybe new knowledge to old knowledge kind of.

Yes Hocam I understand it but I'm struggling to

Yes, he equally believed that one's linguistic knowledge slightly contributes to his language and not the way to teach the methodology.

Sometimes I try to understand it in my own way.

Hocam looking at it actually I will say since this method actually focuses on the grammar part, not just grammar because we have yes, yes

Hocam you just confused me. Okay so linguistic knowledge slightly contributes to the learner's language and not the way you teach the methodology. From the way I understood it, the focus is not on the knowledge or methodology like the how, the process and everything but more on the linguistics like looking at the experience kind of like combining it together.

Its organization is more similar to that of structural approach. Just like hoca said, that is focusing more on forms, sounds, structure, morpheme etc whereby language is seen as a group of sounds associated with specific meanings that are organized into meaningful sentences. Just like the sounds we saw she was pointing to different sounds, pointing to different colors and at the end the students could combine and form a sentence, meaningful sentences. So actually that's the drag the theory talks about, the theory of the language.

Hocam basically understands the concept.

Okay yes student 2

Exactly. What I understood here actually was that the sentences are kind of structured into yes or no sentences, like for example, we can say our topic for today is Do. Do with the word form or the question word like how are you, where are you, like simple kinds of structures that determine yes answers or no answers rather than communicative structures. And more also, the complexity of grammar determines how the lesson or the pattern should go according to the complexity. First you begin with the simpler aspects then you move to the complex part, the complex aspects.

Okay so we move down to, we left from different forms of different structures and we are moving down to vocabulary. Vocabulary is equally an aspect when we are dealing with the silent method. So we have the two aspects of vocabulary classified into two aspects which is the semi-luxury and the luxury vocabulary which I don't know what that means but in the book it says semi-luxury consists of common daily life target language such as food, clothing, traveling. Those are semi-structured vocabulary, vocabulary that are related to food, clothing, luxury, family. Then for the luxury vocabulary, the example was.

Luxury vocabulary is used in communicating more specialized ideas such as politics, philosophical opinion, that's why they call it luxury. Like the kind of vocabulary used by the higher ups.

So we move now to the theory of learning. From the beginning, Hoca was talking about psychology. So when we come down to the learning of the language, it has to do more with a mental activity like combining things in your mind and struggling to make sense out of them or combining sounds struggling to make sense out of those sounds and basically the workload is on the learners, they themselves because they are the ones that are the active explorers of this new language or of this new sounds and they try to form meaning out of them.

I think if we remember from SLA last semester we saw something like ummm, is it a psychological construct, yes, we had the automatization, remembering, reconstructing. So the silent method as well deals with these aspects. Acquiring, storing, retrieving information as well.

Problem solving just like we saw in the video.

This is just an explanation of everything we saw in the video. No but normally we saw it.

The riot was ummm do you remember the sticks she was using? The sticks with different colors and shapes.

Like in the previous slide it said it's meant for storing, retrieving actually. With those riots students are able to retrieve the knowledge of the sounds.

The happiest day of my life. It's obviously hocam, my wedding day.

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Hocam I think there are better ways to retrieve information.

So we love now to the ummm role of the teacher, the learner and the materials with the syllabus. We start with the teacher. Teachers provide experiences to help students. Is it an experience? Pardon, exercises to help students develop their language easily.

Easily. It's easy based on what Hoca said. Associating the mind with something.

Silent monitor. The teacher is silent throughout the lesson. Not completely silent though. The learners are independent, autonomous and responsible. Like I said, the learners are the ones that are supposed to combine, make meaning out of the sounds, come up with sentences, correct themselves and come to their own conclusions. Work as a group, member and a problem solver. The role of the materials. Sets of colors, color riots, pointers reading and writing exercises which are used to show the difference between sounds and meaning. Fidel charts are used to visually illustrate pronunciation while color riots are used to link words and structures with their meanings. Yes student 2

Okay for the syllables, deals with structural syllables and the lesson and planned around grammatical items and related vocabulary. Language items are introduced according to grammar complexity, easy visual representations and what was taught. Basically everything we just said. Any questions?

From the videos actually that I watched, I said I couldn't really understand the method because the concept was really difficult for me. So from the videos that I watched, most of the videos there was no specific writing like on task writing but there was just kind of an association with colors and grammatical forms, structures. But in the book it says it but I couldn't really understand.

So that was it about the presentation hocam. As a conclusion, the silent way is viewed to be out of the mainstream of language teaching. It is still used by a handful of people in different parts of the world.

Actually Hocam like I said, it was a really difficult grasp to get but it's not really a method I would really love to apply in my classroom.

No Hocam I Said I would not like.

No Hocam it has nothing to do with the grades.

If Hocam switched to this kind of method, they would get bored. Yeah, if you can modify it.

Okay thank you for your attention.

Hocam I'm used to you. I'm already used to you

You too Hocam, you too

BELLA 24/5/23

My article is on data collection methods in second language pragmatics research by Guyen, a Chinese researcher. The research focuses on various ways to collect data in second language pragmatics and talks about three areas, which are pragmatic production, pragmatic comprehension and perception and pragmatic decision-making process. These are the three domains in which he explains how second language pragmatic data can be collected.

So… we are going to the first one, which is pragmatic production which tells us that production is the production of meaning in the social context. Then he explains three different ways that pragmatic data can be collected. The first being natural or authentic discourse, semi-authentic or semi-natural discourse, role-play and discourse condition test. Now, natural discourse involves day-to-day conversations or structured texts for example essays or exchange of emails. She says naturally occurring data can be collected through observations, that is, you observe the participants and take notes of what they are saying especially during real life conversations. The second way natural data can be collected is through audio or video recordings. Another method of data collection is the conversation task, which is a semi-natural way to collect data. The researcher can record the conversations spontaneously when the participants are actively engaged in a classroom activity or the researcher can involve the participants in an activity and record them without their knowledge.

Sorry hocam…

I think it is referred to as semi-natural because uhmm sometimes the researcher has to initiate a conversation for the participants to carry out which sometimes may not be real life conversations

Yes…

yes… it depends on the research goals

No… you are helping me to relax

I don't know why I am always tensed during presentations

The next method under pragmatic production is role-plays. This can be used to collect data that is difficult…

She talks about role-play and she says role-plays are used to gather data that is difficult to access like real life situations so researchers have to put students or participants to act out the real life situations, as if it was real. She also talks about two types of role-play which are enclosed and open role-play. In closed role-play, the participant is alone and acts out a scenario without a listener and has one turn responses. She gives an example that says close role-plays are used for examining interactions although they are used to study non-interactive discourse. Gavania used close role-play in an innovative manner to elicit naturally sounding solutions where English listeners were asked to make a phone call to a real number provided by the researcher and to make a suggestion, making a suggestion to a friend about call selection and the answering machine was activated to inform the learners that the receiving end was unavailable prompting them to leave a message . So the participants had to act out as they were giving a suggestion to a friend about a call selection.

She talks about an open role-play, which involves an interaction, which is done by two or more participants. These are the main points I could retain.

Suddenly, suddenly…

Role -play… What is the meaning of DTA?

Discourse completion test is when a situational description is being presented to the participants, which is followed by a gap, and the participants are expected to insert the various responses. For example a parent who wants to get their child's birth certificate, there is a form that requires parents to fill in some information like the mother and fathers name, occupation, origin, date of birth, gender etc.

I will attend the party for two hours and come back

Yes, hocam it is clear for me

There is an advantage it gives about discourse completion tests which says that they are highly controlled and can be administered to a large group of participants in one setting allowing researchers to collect a large amount of comparable data across participants groups in one setting.

uhmm… I think because it is a situational scenario that is presented to each participant, no two participants can have similar responses so the data would be authentic.

Yes…

However, hocam, the responses they get would be very different right? would the researcher get authentic data

Okay… let's move to the second area of data collection as she proposed. Pragmatic comprehension and perception. She refers to pragmatic comprehension as being able to understand implied meaning while pragmatic perception is being able to judge or assess the appropriateness of using the language in a particular context or situation. Under pragmatic comprehension, she talks about a method of collecting data which is through multiple choice questionnaires and she says that a situational description is being presented to the participants and they are expected to select the correct option and usually there are several distractors and one particular option

Yeah… I think so

Okay… I think this is the only important part I could pick out in this section.

Pragmatic perception which is being able to assess how language is used appropriately in a particular context. She proposes two methods which are multiple choice and scale-response questionnaires. MCQs present a situational scene where a list of expressions are given and the participant is expected to choose the most appropriate expression for that scene.

The scale-response questionnaire presents a situational scene, which is followed by a speech act utterance. The participant is expected to access how appropriate the utterance is

Point three

Scale responses are ordinal data but are often treated as interval data in second language pragmatics study. I also think that is a disadvantage.

At the end… after the last paragraph on pragmatic perception.

Let's move to the last part which is pragmatic decision making. It deals with cognitive processes involved when learners are making a grammatical decision. One method this can be carried out is through verbal reports. Verbal report works in two dimensions which are introspective and retrospective. In retrospect, students are asked to give a report on their thinking process while carrying out the task. In introspective, when students are carrying out a task, they think aloud about the decisions they are making.

But it says here that the method is not free of limitations

There are no pages on my article

Second to the last paragraph

It says introspective verbal reports reflect learners' internal thought processes as they occur in real life while retrospective verbal reports are mainly based on learners' short term memory, which can be subject to decay over time. Thus potentially leading to learners post pock rationalization.

What is the meaning of pock?

Will it come in the exam?

Yes

I am asking because I do not know the exam structure considering the fact that we are dealing with articles

I think that is the last point she made

In conclusion, the study talked about three main ways second language pragmatic data can be collected. The three methods mentioned before and the sub methods in various domains. I would conclude by saying there is no specific method that is considered as the main method but is however dependent on the purpose of the research.

Triangulation? Algorithms?

Virtual role-play, computerized discourse completion task.

Hahahahahha

Decision making

BELLA TEACHING (23/5/23)

How are you?

Am good thanks

Aigerim you have been missing from my lessons

Okay…. Holga I said you should always be smiling, why are you always frowning? Life is good

Okay….. this is my friend and colleague Sharon Hocam who teaches in the main campus. She will be attending the lesson with us today.

Relax and forget about her presence

Cagla are you okay?

Okay….

Let's start with another reading comprehension passage. I know you do not like reading so please do not complain. The passages are not long. You are going to read the text and rearrange it in chronological order

Cagle where is Bahar?

Sahip does that all the time

Who is here?

Mohammed?

The instruction says read and put the paragraphs in the correct order.

Have you watched the cartoon lion king?

Okay… this is a short story about the lion king. Read the story and organize the paragraphs into a complete story.

Put the paragraphs in the correct order

Have you understood?

Yes

Do you want it on or off?

Behza i am going to change your sitting position, i do not want noise from you

Salif how are you?

İ have given an exercise, come and sit down and do it

Salif stop complaining, you always have complains and excuses

Cagla come and sit here. It's not a group activity so work alone

Do the first exercise before the second one

Embrula why are you disturbing your friend? Work alone

Aigerim and holga stop talking. Its an individual work and not group work

Hahahahah

Ruhan how are you?

What is the meaning of so so?

Have you finished?

Dimitri relax okay? She is nother teacher and she would not do anything to you so please relax.

You always say you are wonderful please remain wonderful today

Hahahaahh

Finish the first activity first

Ohhh Bahar, how are you? Why are you late?
Not yet…. Let's finish with the first part.
Has everybody finished?
Ok….
Where are you?
Beza have you finished?
You have three more minutes
Okay… let's wait for the others
Salif have you finished?
Show me
Write down the correct answers on the paper
Put it in the correct order like Dimitri
This is where the organisation should be done
Can't you see you need to put the paragraphs in order and not the pictures?
No please write the numbers in the correct order
Write your names and exchange your papers
No those on the left should exchange their papers with those on the right
Dimitri please bring your paper this way, Grace exchange your papers
Anybody
No
Those this way should please exchange their papers with those that way
Have you finished? and not you have finished?
Dimitri get up and exchange your paper with anybody
Who do you want me to choose?
Cagra and Beyza exchange your paper
Okay let's start. The instruction says read and put the paragraphs in the correct order. It is a short story about lion king
The first one says one summer morning, he decided to change everything, he had a horrible battle with his uncle Scar, Simba's friend helped him. Simba won the battle and became the king and the animals were happy again.
B… once upon a time,
Yohan!! Once upon a time, there lived a great king. He was a brave and clever lion. His name was Mufasa. Animals loved him and he had a little son.
C….When Simba became a big lion, he met his dads friend Rafiki. Rafiki says Simba remember who you are, you are Mufasa's son, you are a great king. Scar is not a true king and animals are not happy, they hate him.
D….. in the jungle, Simba made new friends, their names were Simon and Kumba. They were very funny and loved to sing songs. Their favorite song was hakunamatata
E….. his son's name was Simba. Simba was kind and funny but sometimes naughty. Simba had a best friend whose name was Kala, they played together everyday.
F….. Mufasa had a brother and his name was Scar. Scar was bad, he wanted to be a great king. One day he killed Mufasa, Simba was upset and ran away to the jungle and Scar became the new king.
G… Then Simba met Nalla, she became bigger too, she was very beautiful, she loved Simba and Simba loved her too. Simba was happy with Nalla but when he thought about other animals, he became sad.
Okay… so what is the first paragraph of the story?
B is correct. Once upon a time, there lived a great king. He was a brave and clever lion. His name was Mufasa. Animals loved him and he had a little son.
Which is the second one?
No…. E
Number two is E. His sons name was Simba
Number 3?
Correct F…. Mufasa had a brother and his name was Scar. Scar was bad, he wanted to be a great king.
Number 4?
D correct
Grace stop noise
Number 5
C? No…
Number 6?

C.. When Simba became a big lion, he met his dads friend Rafiki.

The last one number seven

A is correct.

Grade the paper on seven

Stop noise and grade the paper on 7

No turkish in class…. İ always tell you this

Cagla and Emrulla!!!! No turkish in class

Give their papers if you have graded it on 7

Not yet

You do not listen because you are always making noise

Give their papers and let's do the next exercise.

Okay… exercise two requires you to match the paragraphs with the pictures

The answers to the first exercise are as follows: number 1 B, number 2 E, number 3 is F

Why are you late for my lesson?

Number 3 is F

You are going to use the correct order of the story to match the pictures okay?

Have you understood?

Number 4 is D, number 5 is G, number 6 is C and number 7 is

Now match the pictures according to the correct number of the story

This is the correct order of this story…. So match it with the pictures

How is it not clear Emrullah? The pictures are right in front of you

You are so lazy, a very lazy student who always wants to copy from their friend

Yes….

Choose any

C and G are the same pictures, i know

You can go

İ have given you the correct order of the story please just match it with the pictures

Dimitri have you finished?

Have you finished?

Finished?

Has everyone finished? if yes exchange your papers

Please stop making noise and exchange your papers

Emrulla sit down. You are always talking about answers

Hahahahaha

Let's start, please do not erase anything on your friend's paper. Give me bezas paper

Aigerim where is Emrullas paper

Okay let's start. A… one summer morning, he decided to change everything , he had a horrible battle with his uncle Scar, Simba's friend helped him. Simba won the battle and became the king and the animals were happy again. Which picture corresponds to the first paragraph

F how? Which picture?

There are not there is

The first paragraph is picture 4

Yes, this is picture 4

Okay.. second paragraph….. Salif stop noise!!!

Which picture?

C… When Simba became a big lion, he met his dads friend Rafiki. Rafiki says Simba remember who you are, you are Mufasa's son, you are a great king. Scar is not a true king and animals are not happy, they hate him.

Yes .. first

D….. in the jungle, Simba made new friends, their names were Simon and Kumba. They were very funny and loved to sing songs. Their favorite song was hakunamatata

Which picture? Yes picture 3

E….. his son's name was Simba. Simba was kind and funny but sometimes naughty. Simba had a best friend whose name was Kala, they played together everyday.

Which picture? 6? No

Stop noise!!!

We are not there yet… everyone stop making noise

F….. Mufasa had a brother and his name was Scar. Scar was bad, he wanted to be a great king. One day he killed Mufasa, Simba was upset and ran away to the jungle and Scar became the new king.
Which picture?
Then Simba met Nalla, she became bigger too, she was very beautiful, she loved Simba and Simba loved her too. Simba was happy with Nalla but when he thought about other animals, he became sad.
Grade on seven and give their papers
Stop noise and write the zero. It's not yet time for emojis
Give their papers and let's do the next exercise.
Okay go to the last activity. Bahar are you here?
Okay…. Answer the true or false questions according to the story
Aigerim concentrate on your paper. İ will change your sitting position because you are making a lot of noise today
Read the story and answer the true or false questions
Hahahahaha
Bahar leave yohan alone and concentrate on your paper
Grace, what are your eyes doing on Sahifs paper? Stop cheating
Bahar come and sit here. Do not give me any excuse, sit near the wonderful Dimitri hahahaha
Bahar please read and answer the questions. What do you want to say>
Ohhh…. Happy birthday we would sing a birthday song for you after the lesson but do the activity first
Has everyone finished?
Aigerim why are you showing Holga your paper? Close your paper so she doesn't see your answers
You are supposed to answer true or false and not write the answer to the question. All your friends are doing the right thing but you never follow instructions
İ am waiting for you so hurry up
Whose paper is this? Emrulla you will have a zero this time
Okay let's start. Bahar answer the first question
What is true? Read the question before giving the answer
Holga and Aigerim, why are you making noise in my class? What are you guys seriously discussing in class? Change your seats
Dimitri answer the second question
Saif number 3
İts false ….. ohh no false is correct
Grace answer number 4
Correct false
Bahar, the answer is false. Please follow attentively
Holga number 7
What is true? Read the question first
Talia answer number 8
Number 9 Ubra
Aigerim answer the next question
Grace answer 14 and Salif answer 15
Okay false
Calculate the total points of all the three activities and grade it on 30
You came late, how did you score 100? You were not present for the first exercise
Give him three and for coming late you will lose four points
Draw a frightful emoji on anyone's paper who has less than 20
Holga that question is correct, I have verified the answer
Calculate the points and draw the emoji
Have you finished? if you have return the papers to the owners
Yohan draw Dimitri a good emoji with a heart. Do you think it's easy to score 30?
Ohhh Jesus
Who graded your paper? The person is so wicked. Is this how Bahar looks? Hahahaha
Emrullah, how many did you score? Let me see your emoji.

15 May, 11.33_ (1st hour)

Speaker 1: Diana
Speaker 2: Gaby
Speaker 3: Flora
Speaker 4: Elsie
Speaker 1. I haven't started yet
Speaker 2. Hocam i sent a draft
Speaker 1: next week Hocam?
Speaker 3: Hocam if you are like hmmm trying to do the stuff, are you going line by line to, for example you are doing ellipses, do you have to go line by line, line by line

Speaker 1: letter by letter Hocam?

Speaker 1: Hocam can it be like 30 minutes video, 1 hour? Like the length of the video Hocam. Hocam does that mean when presenting it doesn't matter the length of the thing you are presenting? Hocam, it's not a tricky question. For instance, Hocam, when analyzing like "M" said, she looked for something but the length wasn't enough. Like she didn't find many things to like.
Ooh she found more things?

Speaker 3: Hocam ok let me, let me ask what she is trying to ask now for myself. She is trying to ask about the presentation time, like how long do we have to do the presentation?
That is what she is trying to ask

Speaker 1: that is what I meant to Hocam
Speaker 3: I know Hocam. Like she is my friend, I know what she wanted to ask. We understand what she wants to ask
15-20? Okay

Speaker 2: I sent my draft to you. Through email
Speaker 1: the draft she sent.
Hocam, I think your mike is muted. No, ummm.
Based on the context. The context you have created Hocam
Speaker 3: ahhh
Speaker 1: Hocam you decide based on what you want to do Hocam. For instance, she wants to do her thesis, she chooses the participants she wants, so that is the context, those are the tools she wants to use for her thesis. She decides on her own.
She thinks about it Hocam
Speaker 3: your interest Hocam
Speaker 2: maybe reflection?
Hocam what about means the person you are talking to
Speaker 1: baby
Hot water?
No
Difference
My name is doctor this
Show off

Speaker 3: to create suspense
Speaker 2: Hocam maybe if he is too blunt, he might get into trouble.
Speaker 1: And he seems biased. The second one seems biased compared to the first one. Non-whites like racism
Speaker 3: Like to modify the language to fit the person who is to receive it

15 May, 12.31 (second hour)
Speaker 1: Diana
Speaker 2: Gaby
Speaker 3: Flora
Speaker 4:Elsie

Speaker 1: No Hocam

Speaker 3: conversation between a ghost and the living

Speaker 2: 2 friends. No, almost, maybe I came back and came back.

Speaker 1: Talking

Speaker 1: Acting

Speaker 1: Hocam you ask what are the activities for the birthday party if you are excited

Speaker 3: Hocam if any of them tell me something like that, my response will be osheyyyyyy. They will understand

Speaker 1. What are we going to eat?

Speaker 3. I have choir practice

Speaker 1. No I won't come

Speaker 2. Yes, I will be there

Speaker 1. Sure, see you there. Different

Speaker 1: Baptist minister. Yes, Hocam. We have priest

Speaker 3. Yes

Speaker 1: They haven't approved

 Speaker 1: citizens

Speaker 3: How we agree and disagree, say what we like or don't like.

Speaker 3. Hocam we mostly call each other la mère when we meet. Yes, we just be like "la mère how far" but if I meet Favour, I can't ask her that. I will definitely say hi Favour.

Speaker 1: You cannot show it. You just go straight to the point

Speaker 3. Hocam when you send my feedback I will present on Monday too

APPENDIX F: TURNITIN REPORT

Identity, Investment and Language Learning: The Case of Cameroonian students from Final International University, Northern Cyprus.

dd

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