AWARENESS OF ELF USE BY ENGLISH LANGUAGE INSTRUCTORS

A THESIS SUBMITTED TO

THE GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

OF

BAHÇEŞEHİR UNIVERSITY

BY

ÇİĞDEM YILMAZ UZUNKAYA

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

AUGUST 2018

Approval of the Graduate School of Educational Sciences

_____

Assist. Prof. Enisa MEDE

Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

_____

Assist. Prof. Hatime Çiftçi

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.
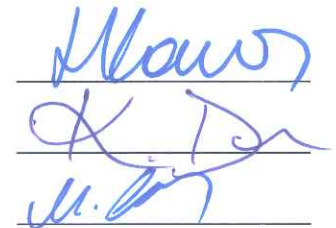
_____

Assist. Prof. Hatime Çiftçi

Supervisor

Examining Committee Members

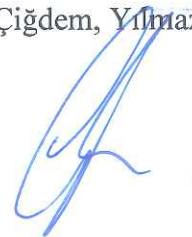|		
Assist. Prof. Hatime Çiftçi	(BAU, ELT)	
Assist. Prof. Kenan Dikilitaş	(BAU, ELT)	
Assist. Prof. Mehmet Altay	(KOU, ELT)	

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name   : Çiğdem, Yılmaz Uzunkaya

Signature   :

ABSTRACT

AWARENESS OF ELF USE BY ENGLISH LANGUAGE INSTRUCTORS

Yılmaz Uzunkaya, Çiğdem

Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Hatime Çiftçi

August 2018, 84 pages

Considering the current role of English as a lingua franca (ELF), the way English language is taught needs to be revised. Since teachers are the decision makers in the classrooms, their understandings of this phenomenon deserve close scrutiny. It is in this spirit that this study investigates awareness of English language instructors about ELF use with regard to four aspects: importance for classroom correction, acceptability for international communication, intelligibility for international communication and correctness. Besides, it explores the perceptions of these instructors at universities towards the role of English as a global language and its pedagogy. The data were collected through an ELF-Awareness Survey and semi-structured interviews. The obtained results revealed that the participants are tolerant of ELF use with regard to importance for classroom correction, acceptability for international communication and intelligibility for international communication aspects. On the other hand, they seem not to be tolerant of ELF use on correctness aspect. It was also found out that even though the participants accept the existence of ELF, they have bias towards teaching from an ELF-based approach.

Key Words: ELF, English as a Lingua Franca, ELF-Aware Teaching

ÖZ

İNGİLİZCE OKUTMANLARININ LİNGUA FRANCA OLARAK İNGİLİZCE KULLANIMI FARKINDALIĞI

Yılmaz Uzunkaya, Çiğdem

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Hatime Çiftçi

Ağustos 2018, 84 sayfa

İngilizcenin günümüzün uluslararası ortak dili (lingua franca) olmasından dolayı İngilizce öğretiminin tekrar gözden geçirilmesi gerekmektedir. Dolayısıyla, sınıf ortamında karar verici yetkiye sahip olan öğretmenlerin uluslararası ortak dili nasıl anlamlandırdıkları dikkatli ve ayrıntılı bir şekilde incelenmelidir. Bu durumun öneminin göz önünde bulundurulmasıyla hazırlanan çalışmada, İngilizce okutmanlarının İngilizcenin lingua franca olarak kullanımında sınıftaki düzeltmenin önemi, uluslararası iletişimde kabul edilebilirlik, uluslararası iletişimde anlaşılabilirlik ve doğruluk faktörleri açısından farkındalıklarını anlamak amaçlanmıştır. Aynı zamanda okutmanların İngilizcenin dünya dili olarak rolü ve bunun pedogojisine karşı bakış açıları keşfedilmiştir. Hazırlanan çalışmada veriler, İngilizcenin Lingua Franca Olarak Kullanımı Anketi ve yarı yapılandırılmış öğretmen görüşmeleriyle elde edilmiştir. Elde edilen verilere göre okutmanların İngilizcenin lingua franca olarak kullanımına sınıftaki düzeltmenin önemi, uluslarası iletişimde kabul edilebilirlik ve anlaşılabilirlik faktörleri açısından toleranslı oldukları, doğruluk faktörü açısından ise toleranslı olmadıkları saptanmıştır. Ayrıca çalışmada katılımcıların İngilizcenin lingua franca olarak kullanımını kabul ettikleri ancak bu açıdan yapılacak eğitime karşı ön yargılı oldukları tespit edilmiştir.

Anahtar Kelimeler: İngilizce Ortak Dil, İngilizce Ortak Dil Farkındalık Eğitimi

To my daughter

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF TABLES

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
EIL	English as an International Language
ELF	English as a Lingua Franca
ELPP	English Language Preparation Programme
ELT	English Language Teaching
EMI	English Medium Instruction
ENL	English as a Native Language
L1	First Language
NS	Native Speaker
NNS	Non-native Speaker
WE	World Englishes

<center>**Chapter 1**</center>

<center>**Introduction**</center>

The current chapter embraces an overview of the study. Initially, it provides information with regard to the theoretical background of the study on the ground of post-normative approach. The chapter then moves to the statement of the problem, the purpose of the study as well as the significance of the study. Subsequently, the research questions followed by the definitions of the key terms are presented.

1.1 Theoretical Framework

1.1.1 Post-normative approach. The way English language is described by ELF corpora introduces us a new vision that contradicts with the current judgement in English Language Teaching (hereinafter ELT) professional discourse. Thus, ELF research has made it possible to question the current practices in ELT today. Because of that, it is inevitable for language teachers to consider the relevance of ELF to their teaching contexts. Teachers can be given the power to move beyond normativity by constructing classroom-oriented theories. To put in a different way, teachers, as the decision makers of the classrooms, may design their lessons by taking the needs of their students into account. While deciding on whether or how language norms are pertinent to their teaching context, they can refer to the framework drawn by post-normative approach (Dewey, 2012).

Dewey (2012) points out some questions that teachers have to ask themselves in order to develop the principles of selecting language norms in the classroom. The initial question that has to be asked by a teacher is what contextual conditions of language use that are needed by the learners are. Then whether the normative approach is applicable for the context of use has to be questioned. Following this question, the most relevant models have to be defined. After that, the most suitable sets of norms have to be determined. Additionally, the relative level significance that are related to these models and norms have to be decided. Finally, the additional pragmatic strategies that can be contextually useful have to be defined.

Judged by these ideas, teachers are to be aware of the reality of ELF rather than having blinders on this. Thus, they have to look from different perspectives in the classroom to find the most appropriate norm or norms of language according to the

<center>1</center>

needs of their students instead of being loyal to the highly standard norms of language. In conclusion, in the light of post-normative approach, teachers can develop a variety of perspectives in the classroom, one of which is ELF.

1.2 Statement of the Problem

The rationale behind this study is that despite the increasing popularity and recognition of ELF among the researchers, the impact of the findings in the field of ELT is still vague. According to Christiansen (2017), if official channels, educators, and academics support *ELFness,* the change can be more rapid; however, if it is not supported, it will continue to exist as in the way the Emperor's nakedness in the Hans Christian Anderson story. It will be something that everybody sees but nobody can dare to talk. He thinks that this situation will not last forever because of the geopolitical changes in the world.

The researchers have evaluated the reasons why more recognition is not given to ELF. Jenkins (2004) states that the reason why teachers prefer to teach the standard norms of English is the over-emphasis of it in their own education process. According to Christiansen (2017), the *nativeness* principle has a long and respected history, thus it is regarded as prestigious; that is why, ELF might not be tolerable for the purists of English. Another obstacle for the acceptance of *ELFness* is that it is not an alternative of *nativeness* for the learners of English. Kirkpatrick (2006) is the other researcher who points out the reasons why native English norms are still the mostly preferred ones, which can be summarized as:

- The codification of native English is well.
- They are considered as the standard varieties through their codification.
- They are the representation of power, and this power is supported by media, publishing and teaching concerns.
- Historical authority that they have.
- They are assisted by commercial promotion that is introduced by publishers and ELT institutions.

Bearing what have been said so far in mind, in order to have ELF accepted, the nature of ELF as well as teaching and learning it have to be studied more (Seidlhofer, 2005). That is why, every single study in this field is worthwhile, and teachers, as decision makers in the classrooms, are worth to be investigated more. All in all, in

order for more recognition to be given to ELF, the awareness and understandings of teachers have to be gauged so that necessary steps can be taken.

1.3 Purpose of the Study

In the light of the aforementioned issues, this study attempts to investigate English language instructors' perceptions and awareness of ELF and its pedagogy in order to shed light on the issue of resistance to recognize ELF. Subsequently, the obtained results might contribute to researchers to develop strategies to contribute its recognition, and teacher trainers to design programs tailored to the needs of teachers.

1.4 Research Questions

This study is designed to find an answer to the following questions:

1. What is the awareness of English language teachers' ELF use with regard to *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness?*
2. What are the perceptions of English language teachers towards English as a global language and its pedagogy?

1.5 Significance of the Study

The practitioners are the teachers in the classroom, thus their beliefs and views about a specific issue are essential in integrating the new advancements into the classroom (Karakaya & Hatipoğlu, 2017). According to Dewey (2011), "it is essential that we give very careful consideration to teachers' awareness and understanding of the phenomenon in order that we can begin to explore ways in which an ELF-orientation to English might be developed in practice" (p. 143); that is why, whether ELF has found a place in the consciousness of teachers or not is paramount.

In a conventional foreign language teaching, it is expected that teachers have to teach on the basis of stable norms and goals; however, due to the role of ELF, these norms are questioned. This requires teachers to be trained more comprehensively on the related issues so that they can make the necessary adaptations according to the needs of learners instead of using limited techniques for definite teaching contexts (Seidlholfer, 2004). Teachers are now expected to assist their students to improve their linguistic skills so that they can be understood and better understand the other accents.

What is more, native speaker (hereinafter NS) varieties are not realistic standards, thus they are unattainable goals for non-native speakers (NNS) as their purpose for the use of language is different than that of NSs. NNSs need to be intelligible to each other since most of them do not have a chance to communicate with NSs. That is why, it is essential for teachers to guide their students promote common pragmatic strategies (Mansfield & Poppi, 2012). There are features of English which should not be neglected because they are of importance for international intelligibility for not having a breakdown in communication, and the other ones which may not cause breakdown even when neglected. Distinguishing these two features will help teachers spend their precious time for teaching the necessary features of language for the users whose aim is international communication (Seidlhofer, 2005).

From another point, teachers' attitude toward ELF is essential for making their students be more confident in using English too. As stated by Jenkins (2006), students' self-esteem about their variety of English and their skill to express themselves can be positively affected with the awareness of different varieties. Besides, according to Ke and Cahyani (2014), it is crucial to make the learners in the expanding circle countries use English confidently due to the fact that they are not courageous enough to use English because they cannot use standard English.

As described at length above, the present research is important as it aims at gauging the awareness and understandings of teachers in order to guide future researchers to develop ways for making teachers be more aware of ELF and ELF related issues.

1.6 Definitions

English as a Lingua Franca (ELF): Jenkins, Cogo and Dewey (2011) defined ELF as a contact language among people who do not have the same culture and native language and for whom it is the selected as a foreign language for communication.

ELF interactions: ELF interactions are those "between members of two or more different linguacultures in English, for none of whom English is the mother tongue" (House, 1999, p. 74).

ELF awareness: Sifakis and Bayyurt (2018) stated that it's the process of dealing with ELF research and improving the understanding of how to implement this

approach in the classroom by means of critical reflection, design, implementation and assessing.

World Englishes (hereinafter WE): According to Bolton (2004), WE refers to all of the varieties of English along with the approaches that are used to define them. It also refers to Englishes in Kachru's outer circle. Lastly, it refers to the pluricentric approach which is also known as Kachruvian approach.

English as an International Language (hereinafter EIL): The term used to define the current role of English as the most commonly used language for international travel, trade, business, etc (Richards & Schmidt, 2010).

English as a Native Language (hereinafter ENL): English as a Native Language is defined by (Jenkins, 2009) as the language of people who are born and raised in the countries where English is historically the initial language.

English as a Second Language (hereinafter ESL): ESL is the language of people who are born and raised in the colonised countries as Nigeria and Singapore (Jenkins, 2009).

English as a Foreign Language (hereinafter EFL): EFL is the language of the people who use it for communicating with the NSs of English even though today it is no longer the same (Jenkins, 2009).

Standard English: It is the language that is not associated with a specific dialect and mostly associated with the written form of language (Sato, 1989). Crystal (2003) defines it as the most widely understood and prestigious variety which is characterized by its vocabulary, grammar and orthography.

Non-Standard English: It is defined as a systemic feature of language that is used for communicating other speakers yet which diverges from the standard form of the language (Black, 2008).

Ownership of English: "The degree to which they project themselves as legitimate speakers with authority over the language" (Higgins, 2003 p. 615).

Appropriateness: The reflections of knowledge of conventions in a society along with the abilities which give learners the chance to communiate in a successful way in L2 (Taguchi, 2006).

Chapter 2

Literature Review

This chapter pinpoints the theoretical and empirical data about ELF and ELF related issues. Initially, the definition of ELF and current status of English are presented. Then it details the models of spread of English as well as the lexico-grammatical and pronunciation features of ELF. Finally, empirical studies which are categorized as the studies related to ELF corpus, perceptions of English language instructors towards ELF and its pedagogy as well as awareness of students and teachers of ELF and ELF related issues are presented.

2.1 Defining ELF

ELF has been described by the researchers in a variety of ways. Dewey (2012) states that ELF is used by speakers whose first language (hereinafter L1) is different from English. On the other hand, Seidlhofer (2001) points out that it is an acquired language system which is used in order to communicate between speakers of different L1. Another definition is that it is the language used by speakers of different L1, and for whom it is a second language (Samarin, 1987). As it is seen from these different descriptions of ELF, existence of NSs in ELF communication is controversial.

According to Elder and Davies (2006), the term ELF is perceived in at least four ways, which are the existence of some of the NNS participants; all the participants are NNSs and have different native languages; all the participants are NNSs and have the same or similar native language; on the basis of SE a new code is used for communication of NNSs.

2.2 Current Status of English

It is evident that English is considered to be the global language and lingua franca of today as it is used by millions of people in almost every field as business, sports, education, politics, diplomacy, science, internet as a means of communication.

There are many reasons that helped English gain the status of global language, but there are also misconceptions about the factors that made English a global language (Önen, 2014). Initially, as it is stated by Crystal (2003), only one out of every four speakers of English is a NS, thus the number of people who speak it as a foreign

language is more than the number of people who speak it as a native language. The number of the speakers who use a language as a mother tongue, and even the total number of speakers are not alone enough to give a language the global status (Önen, 2014). Another misconception is that the simplicity, the number of vocabulary and literary power of a language cannot give it the global status. English has not gained its position because of these issues (Önen, 2014).

Putting the misconceptions about the current status of English aside, it is the power of its speakers that gives a language the global status (Önen, 2014). Crystal (2003), explains the reasons why English has become the international lingua franca in details. The first reason for him is its colonial past. Although most of the colonies of England had gained their independence until the mid-twentieth century, they continued to use English. In most of the main institutions in the colonial countries as government agencies and the law courts English may continue to be used (Jenkins, 2009). The economical power of the USA also has a big impact on the current status of English. As the USA is the dominant economical power in the world, the language of international business and trade are in English. Crystal (2003) also thinks that the role of English in international air, maritime and tourism, emergency service and academic conferences, which he classified as practical reasons, have also an effect on the current status of English. What is more, most of the information in the context of academy, science and technology and literature are in English. Finally, English is the language of entertainment as most of the music, video games and movies are in English. Along with the aforementioned reasons, Jenkins also mentioned about the prestige that can be gained through learning English. Considering all the issues mentioned above, it is undeniable that English is recognized as the international lingua franca today.

2.2.1 Models of spread of English. Among the models of spread of English that have been presented so far, Strevens' (1980) world map of English is known to be the oldest one. According to that model, the main branches of English are British and American English. It also makes us aware of the local forms of English; besides, EFL and ESL. After that, in 1985 Kachru presented Three Circle Model of World Englishes, which is very famous. According to this model, English is categorized into three circles as the Inner Circle, the Outer Circle, and the Expanding Circle. The Inner circle includes countries where English is spoken as a native language as the USA, the UK,

Canada, Australia, and New Zealand. The outer circle countries are the ESL countries like India, Nigeria, Malaysia, and the Philippines, where English is the official language. The Expanding Circle countries are the ones where English is used as EFL. Next, in 1987, McArthur (1987) presented Circle of World English which is followed by Görlach (1988) with the model called Circle Model of English in 1988. There also appeared some other models which contributed to Kachru's model (Yano, 2001; Graddol, 2006).

2.3 The Features of ELF

Cogo (2009) stated that ELF is a variety enriched by "flavour of the multilingual and multicultural repertoire" (p. 270) of its speakers. The main characteristics of ELF has been described by Jenkins (2009) as follows:

- ELF is benefited by speakers who do not share the same L1 for communication. Even though there are exceptions, majority of these speakers come from the Expanding Circle.
- ELF is not a replacement for EFL, but it is an alternative for it, and it depends on the users' possible needs and choices.
- Linguistically, ELF includes innovations which are not the same with ENL and are used by majority of ELF speakers.
- Pragmatically, in ELF interactions, communication strategies especially code switching and accommodation are used since they are not all-purpose English but depend on particular contexts.
- Characterization of ELF which might urge codification are taken from the interactions of proficient ELF speakers.

Some generalizations about the pragmatics of ELF are made by Seidlholfer (2004) based on the literature.

- It is not common to come across the misunderstandings in ELF interaction.
- L1 interference is rarely seen.
- Understanding is successful, the speakers follow the "let-it-pass principle" which is defined by Firth (1996).

2.3.1 Lexico-grammatical features. The lexico-grammatical features are described by Seidlhofer as below:

- Dropping the third person present tense *–s*
- Confusing the relative pronouns *who* and *which*
- Omitting definite and indefinite articles where they are obligatory in ENL, and inserting them where they do not occur in ENL
- Failing to use correct forms in tag questions (e.g., *isn't it?* or *no?* instead of *shouldn't they?)*
- Inserting redundant prepositions, as in *We have to study about.*
- Overusing certain verbs of high semantic generality, such as *do, have, make, put, take.*
- Replacing infinitive-constructions with that-clauses, as in *I want that.*
- Overdoing explicitness (e.g. *black colour* rather than just *black*) (Seidlholfer, 2004, p. 220).

2.3.2 Pronunciation features. Inspired by the WE or EIL movements, Jenkins (2000) developed lingua franca core (LFC) for the NNSs of English who have difficulty in pronunciation. She states that NNSs of English more frequently use the language to communicate with each other than NSs. For her, these speakers do not have to speak according to the norms of native language. She created a list that contains more learnable pronunciation norms. Some of the features that are included into her list are explained below:

- Teaching all the consonant sounds except for / θ, ð / as they can be replaced by /f, v/ sounds.
- Not dropping out /r / sound when it comes at the end.
- Not omitting the consonant sounds in word initial clusters as in the word *promise.*
- Shortening vowels when they come before voielsess consonants and lengthening them when they come before voiced consonants.

2.4 Empirical Research on ELF

2.4.1 Corpus-based studies on ELF. There have been studies in different contexts related to the corpus of ELF. One of them is The Vienna-Oxford International Corpus of English (VOICE) by Seidlhofer (2004). It is the first large corpus on spoken English and contains about one million words of European English from people in

different contexts. There are 1250 speakers with 50 L1 in the corpus, and the data were collected via diverse speech events. These speech events were taken from professional, educational and leisure areas.

Another large-scale corpora is ELFA (the Corpus of English as a Lingua Franca in Academic Settings) by Mauranen (2007). It consists of one million words. This corpus focuses on spoken academic English, and there are 650 speakers with 51 first languages. The data were collected from the academic settings such as seminars, conference discussions, and presentations.

Kitpatrick (2010) also contributed to the corpus of ELF with a study called ACE (Asian Corpus of English). There are one million words as in most others, and the data were collected via conversations, meetings, interviews, press conferences, service encounters, working group discussion, panels, seminar discussions, workshop discussions, question-and-answer sessions.

Another study in the academic context belongs to Björkman (2008) who studied at a technical university with engineering students and found out the common features of utterances which are produced by the speakers from different L1. The findings of this study are parallel with the previous research and also some other features which have not been mentioned in the previous studies were found in this study.

Dewey (2007) is the researcher who contributed to the corpus of ELF. He studied on the lexico-grammatical features of spoken ELF with 61.234 words. The data were collected from 55 participants with 17 different mother tongues from semi-formal seminar presentations and natural informal conversations.

2.4.2 Studies on the perceptions of teachers towards ELF. Some teachers prefer NS norms as it is pointed out in the study of Sifakis and Sougari (2005). They studied with 421 primary and secondary school EFL teachers in Greece via a questionnaire and a semi-structured interview on pronunciation practices and beliefs of teachers. The results revealed that the teachers are norm-bound. NNS norms were expressed with the terms such as *incorrect, harm, risk* and *not proficient*; however, NS norms were expressed with the terms such as *respect, prestige* and *confidence* by the participants. The participants related the high level of competence to sounding like NSs. Even though they agreed on the point that intelligibility is an essential goal of instruction, they did not favour ELF norms. They expressed that they did not prefer

ELF-normed grammatical features. The reason why they do not prefer ELF-based norms is that they think NS norms help them communicate successfully and intelligibly; besides they also make them feel confident. Another reason is that NS norms give psychological support along with making them feel less anxious and stressed. Final reason is that NS norms also give them respect and prestige; however, they think that ELF norms create negative impact. The teachers also expressed the difficulty of teaching ELF norms because of the lack of materials, time and the non-preference of the students.

In the same vein, Kaur (2014) studied on the perception of 36 trainee teachers in a public institution in Malaysia toward NNS and NS accents through a questionnaire. The findings revealed that the participants favour NS accents more than NNS accents. The participants think NS accents are proper and are more correct; however, they think ELF accents are deficient and inferior. When it comes to the Spanish, German, Brazilian and Swedish English accents, the participants do not show a very negative attitude as in the Asian English accents; however, non of the NNS accents are thought to be the best accents. According to the researcher, one of the reason of this attitude might be that majority of the materials and textbooks are in NS accents. The researcher concludes that even though the trainee teachers were trained with the concepts of ELF and EIL, they still had the idea that NS models had to be the model.

In some cases, the attitudes of teachers are affected by how much they are exposed to NS norms as in the study of Wach (2011). She studied with 234 Polish majors of English most of whom would be English teachers. Their choices for NS and ELF norms in the context of pronunciation targets were studied. A questionnaire consisting of two parts was used as a data collection tool. According to the results, native-like pronunciation models are preferred more in their own development of participants, and they have positive attitude toward NS pronunciation models in teaching and learning pronunciation when it is taught in lower levels. However, they think that non-native pronunciation norms have some advantages in the international communication context as having functional intelligibility. The attitudes of the participants towards ELF and native like models of pronunciation are affected by how much they are exposed to pronunciation training and how much aware the participants are. The group who was exposed to more pronunciation training favoured NS pronunciation norms. It is evaluated by the researcher that the attitude of this group is

based on their emotions and desire to speak like NSs. The other group, who was not exposed to intensive pronunciation training favoured teaching and learning ELF norms more, and they think that although speaking like NSs can be seen as language development, it is not a necessary indicator of proficiency.

Some student teachers on the other hand, developed a positive attitude after being trained as in the study of Margiđ and Širola (2009). They studied on the attitudes of MA and BA students in English Language and Literature Department towards EIL and non-native varieties. The data were collected from 45 students in Croatia through a questionnaire. MA students in the research attended the programme of English as a Global Language, but BA students were not trained on the same concepts. The feelings of the two groups on NS norms and their views on teaching non-native forms to their future EFL students were observed. The results show that compared to the BA students, MA students favour the non-native varieties more even though they expressed that native norms should predominate. It was also observed that MA students were more tolerant of ELF norms.

When it comes to the studies in Turkey, the attitudes of teachers from different contexts were compared in the study by İnal and Özdemir (2015). They studied in Turkey with ELT academia, pre-service and in-service English teachers with a total number of 300 participants. The results revealed that compared to the academia and in-service teachers, the pre-service teachers favour ELF more. The pre-service teachers think that the way English is taught should meet the needs of NNSs.

In another study conducted in Turkey by Deniz, Özkan and Bayyurt (2016), forty-two pre-service teachers in Turkey were examined on their perceptions towards ELF related issues. The data were collected through a questionnaire and interviews. The results showed that even though the majority of the participants accept the existence of ELF, they resist to teach in ELF-based norms. According to the researchers, one of the important inferences of this study is that language teachers have to be trained well on the recent developments in the field.

2.4.3 Studies on awareness of teachers. Some teachers were found to be aware as in the study in an international school in Bangkok. The awareness of three NSs English teachers were examined in terms of spoken ELF features by Shetabi and Rattanaphumma (2017). It was found out that the teachers are aware but uncertain

about how to use their knowledge of flexibility on the usages of English. Besides, they are not sure about how the evaluation of the writings should be. What is more, it was found out that the teachers conventionally teach the SE. It is also pointed out in this study that there is a connection between awareness of ELF and openness of the teachers.

In the same vein, Luo (2017) studied with 80 Taiwanese EFL teachers on their perceptions of teaching ELF in their classroom. Interview and a questionnaire survey were used as data collection instruments. According to the results, most of the teachers are aware of ELF; however, they expressed that it is important to teach NS norms. The researcher expressed that ELF pedagogy in Taiwan ought to be on the side of assisting learners to acknowledge the power of English for communication purposes.

On the other hand, some teachers were found not to be aware of the ELF concept. Dewey (2011) conducted a case study with experienced, practising teachers, who were taking DELTA (a diploma in ELT) training, on the awareness and understanding of teachers of ELF. A questionnaire and three focus group studies were used as data collection instruments. The results showed that even though the teachers accepted the effectiveness of ELF on communication, they showed reluctance to accept this notion in their classroom. The researcher asserted that language teachers should also be aware of the process of accommodation.

The awareness of the teachers were raised in some studies. Mansfield and Poppi (2012) studied at an Italian university on the collection of articles published in the on-line version of China Daily newspaper. They aimed at raising the awareness and acceptance of teachers on the Englishes around the world. They asserted the results of this study would be a good practice for teachers in order to generate the awareness raising activities both for themselves and their students.

In the same vein, Vettorel and Corrizzato (2016) conducted a research with pre-service teachers in Italy. Questionnaires, final reports, reflections in e-learning discussion forums and interviews were used as data collection instruments. In the teacher education programme, WE and ELF were covered with the purpose of making the pre-service teachers be aware of these concepts. The goal of the study was to find out if, how, and to what extend pre-service teachers' awareness on WE and ELF-informed approach increased. The trainee teachers expressed that it was an advantage

for them to develop their awareness of ELF, and it helped them be familiar with the concepts of WE and ELF. They expressed how important it was for them to discuss the issues about the plurality of English by saying it assisted them to understand how the intelligibility and effective communication strategies are essential for having an effective communication. According to the researchers, if the teachers are trained, they tend to acknowledge the significance of developments of English.

When it comes to Turkey, Karakaya and Hatipoğlu (2017) studied in Turkey with 50 teachers who were randomly picked, and they used questionnaires and interviews as data collection tools. They found out that most of the teachers are not aware of the improvements in WE and ELF, and they feel that British and American varieties ought to be the main teaching goals. Half of them have the belief that if the students integrate their own cultural features into their English, they can be more successful in the learning process. Even though some of them agree on the global role of English, majority of them still prefer their students to learn the SE. Majority of the teachers think that SE is the most widely used form and also it can be understood easily. They have the belief that people who come from countries in which English is spoken as a foreign language do not understand each other easily. Moreover, they associate the native forms with being well educated. This study revealed that teachers are in need of awareness raising activities and training on the current status of English, WE and ELF concepts.

Sifakis and Bayyurt (2015) developed ELFTED project in which there are three phases which are theoretical phase, application phase and an evaluation phase. The aim of the project was to have the teachers make critical self-analysis on their beliefs about NNS norms of English. They studied with 32 teachers from Tukey and Greece teaching at all levels in public and state schools. However, merely 12 of them could finish the programme successfully. They were expected to register the online program to read the related literature. After that, the teachers were asked to prepare ELF-based lessons. They were also asked to observe their colleagues. Focus group interviews were the other data collection tools that were benefited. The findings of the study revealed that the teachers have developed a positive attitude after being exposed to this training. What is more, teachers think that this programme has enabled them to be aware of the recent development in ELT. This has given them the opportunity to revise how effective their teaching strategies are. Thus, they criticized themselves on the

points that how much time they spend on some certain issues in their curriculum and materials.

Bayyurt and Sifakis (2015) studied on ELF-aware teacher education in another study with 11 participants from Greece and Turkey. Initially, the teachers were asked to read the related literature and answer the questions given to them. In the second phase of the study, they were asked to prepare an ELF-based lesson plan and write reflections on them. In this process, the perceptions of three of the participants were also analysed. Online and face-to-face meetings were aslo used for collecting data. According to the findings, the transition from EFL to ELF is difficult for the teachers as it requires to open a new perspective. What is more, they had a problem with finding the materials. That is why, the teachers had to design their own materials throughout the process.

2.4.4 Studies on students. Some studies showed that there are students who support native like English as in the study of Christiansen (2017). He studied with a heterogeneous group consisting of 188 learners of English from different countries with a survey. According to the results, the respondents seem to support native varieties even if they unconsciously favour ELF. He asserts that the preliminary requirement for ELF to be recognized exists; however, the movement has not begun yet.

In the same vein, Waniek-Klimczak and Klimczak (2005) studied with two groups of university students which are: English majors and non-English majors. Both of the groups stated that their preference was British English even though they have different beliefs on their skills to speak like NSs. 82% of English majors and 44% of non-English majors thought that this is a reachable goal.

Some studies revealed that when the students are trained, their views have changed. In a study by Ke and Cahyani (2014), changing perceptions of Taiwanese students on the role of English after being exposed to online communication with Indonesian students was studied. According to the results, after this exposition, the students thought that the grammar and norms of language which are based on inner circle varieties do not play the most important role while communicating with people from other countries. He suggested that using online tools for bringing students together is an effective way for making students be exposed to NSE.

In another research, Muyan and Tunaz (2017) studied on ELF as a motivation source for learners. They studied with 42 university students in Tukey. Initially, they interviewed with the students, and it was found out that the students are not motivated and do not have a positive attitude towards learning English with standard norms. Another finding is that the students are unaware of the varieties of English in the world. They implemented a two-week ELF programme. The lessons were designed with the purpose of communication. Thus, the students were not criticized by their mistakes. After this period, the students were interviewed, and the results showed that their attitudes towards learning English changed in a positive way to some extent. The researchers asserted that as ELF-based approach can be the initiating point to motivate students for learning English, the standard norms of English can be abandoned.

In the case study of Sung (2018) which was conducted at a small liberal arts university in Hong Kong with 18 students, the effect of out-of-class ELF communication on the increase of awareness of ELF was studied. The students communicated with international students on the campus for 10-20 minutes every week, and they recorded these communication activities. They also wrote two pieces of reflection about 1500-2000 words on their experiences during these communication activities. Results revealed that the awareness of the students of ELF increased during these communication activities. They criticised the NS norms and stated the importance of communication strategies. They also expressed the practical and personal benefits they gained from these activities.

Some studies compared the attitudes of teachers and students. He and Zhang (2010) studied with 820 college students and 210 teachers from four different universities in China by using a questionnaire survey which was adapted from Timmis (2002), interviews and the matched-guise experiment. About 58% of the students and about 43% of the teachers preferred NNS accent as they are clear and understood by both NSs and NNs. For the grammar part of the questionnaire, the attitudes of both teachers and students were similar. They all preferred to use NS norms of grammar even in informal speech.

In another research conducted by Timmis (2002), almost 600 people consisting of teachers and students from over 45 countries were studied by using a questionnaire and interviews. He wanted to learn if the learners favour NS pronunciation norms.

Most of the learners (67%) stated that they prefer to sound like NSs. However, 27% of the teachers favoured the NS accents. 34 % of the teachers had no preference by showing the reason that the context that English is used and the desire of the students are important. When it comes to the grammar, both the majority of the students and teachers are in favour of NS norms.

Chapter 3

Methodology

The current chapter presents the methodology of the study by explaining the research design, setting and participants, procedures, data collection tools, data collection procedures, trustworthiness and limitations.

The two research questions below guide the study:

1. What is the awareness of English language teachers' ELF use with regard to *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness*?

2. What are the perceptions of English language teachers towards English as a global language and its pedagogy?

3.1 Research Design

Research designs are defined by Yin (2011) as "logical blueprints" (p. 75). According to him, the logic requires connections among the research questions, the data that are collected and the ways for analysing the data in order that the findings refer to the research questions. The logic is also crucial for the validity and accuracy of the study. Therefore, research design is of paramount importance. Among the many types of research designs, the quantitative research is based on the assumptions that feelings can be isolated, and there are facts to be discovered in the world which is a single reality. On the other hand, qualitative researchers believe that there is more than one reality that was created by different individual perceptions (Farghaly, 2018).

The current study which aims at understanding the EFL instructors' awareness and perceptions of ELF and its pedagogy is a qualitative inquiry. The rationale behind the study is that educational research, as argued by Bertaux (1981), differs from the natural sciences in terms of the talking and thinking ability of the subjects of inquiry. Thus, educational researchers should not be urged to conduct research as in the natural sciences. What is more, qualitative research inquires into "the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2007, p. 37). In my view, the issue of ELF deeply concerns the meaning that society ascribes to it. Creswell (2007)

also states that qualitative inquiry includes the voices of human beings and reflections of participants, thus instead of using predetermined information taken from the literature, in a qualitative inquiry the issue can be understood in a detailed way. It also gives the opportunity to empower the participants to share what they have in their minds and diminish the power relationship between the researcher and participants.

Bearing all these in mind, this study draws on the tenets of qualitative research to answer the research questions that seek an understanding of participants' awareness and perceptions. Since it is aimed at understanding the effects of ELF research on the field by looking at the beliefs of participants in ELF, this study also adopts a descriptive study which is defined as studies dealing with beliefs and attitudes that the participants hold as well as effects which are felt (Best, 1970).

3.2 Setting and Participants

The current study took place in the English Language Preparation Programmes (hereinafter ELPP) in Turkey. As of 2018, there are 72 foundation and 129 state universities in Turkey, and the difference between the foundation and state university is that the students have to pay for the foundation universities unless they have a scholarship. Most of the universities expect the students to have a certain level of English depending on the department that they are going to study. Based on my observation as an instructor at a university, there is a huge difference among the students in terms of their level of English. Hence, for those who cannot meet that requirement, most of the universities offer an intensive English programme lasting for one to two years before the students study at undergraduate programmes. The students who pass this programme continue to take English courses in their faculties; therefore, English language has an important position in the curriculums of universities, especially the ones with English medium instructions (hereinafter EMI). In terms of the language standards in universities, although each university has a different way of teaching and standard, a growing number of them administer Common European Framework Reference (CEFR) criteria (Kır & Sülü, 2014).

In this study, from the two data collection instruments, the survey was delivered to English language instructors working at six different universities in different regions of Turkey. Even though it was delivered to more people, a total number of 99 NNSs of English participated (See Table 1 for demographic information). If the detailed

demographic information has to be given about the participants, 44 of the participants work at state universities and 55 of them work at foundation universities. Besides, there are 25 participants aged between 25-30, 52 participants aged between 31-39 and 22 participants aged between 40 and above. In terms of gender, 72 of them are female and 27 of them are male. As for native languages, 90 of them are Turkish, 3 of them are Arabic, 2 of them Persian, 1 is Hungarian, 1 is Spanish, 1 is Uyghur and 1 is Polish. In terms of their educational background, 44 of them have BA, 45 of them have MA and 5 of them have PhD degree. 5 of the participants did not state their degrees. Finally, 1 of the participants stated that it is his/her first year. 13 of them have 1 to 5 years of teaching experience. 27 of them have 5 to 10 years of experience and 58 of them have more than 10 years of experience.

Table 1

Demographic information of the survey

Institution	n	%
State University	44	44%
Foundation University	55	56%
Age		
25-30	25	25%
31-39	52	53%
40-above	22	22%
Gender		
Female	72	73%
Male	27	27%
Native Language		
Turkish	90	91%
Arabic	3	3%
Persian	2	2%
Hungarian	1	1%
Spanish	1	1%
Uyghur	1	1%
Polish	1	1%
Degree		
BA	44	44%
MA	45	45%
PHD	5	5%
N/A	5	5%
Experience		
First year	1	1%
1-5 years	13	13%
5-10 years	27	27%
More than 10 years	58	59%

When it comes to the semi- interviews, there are 7 participants (See Table 2 for demographic information) from the same institution, which is a foundation university located in the northwest of Turkey. All of the participants participating in the interview were female. In terms of their ages, 1 of them is under 30, 3 of them are in their 30s, 2 them are in their 40s or late 30s. As for the year of experience, 4 of them have more than 10 years of experience, 3 of them have 5 to 10 years of experience. Finally, 2 of them have MA degree, 2 of them have BA degree and 3 of them are MA students.

Table 2

Demographic information of the semi- structured interviews

Participants	Age	Gender	Nationality	Native Language	Degree	Experience	Instutition
P1	37	Female	Turkish	Turkish	MA Student	more than 10 years	Foundation University
P2	34	Female	Turkish	Turkish	BA	more than 10 years	Foudation University
P3	38	Female	Turkish	Turkish	BA	more than 10 years	Foundation University
P4	28	Female	Turkish	Turkish	MAStudent	5-10 years	Foundation University
P5	42	Female	Turkish	Turkish	MA	more than 10 years	Foundation University
P6	32	Female	Turkish	Turkish	MA Student	5-10 years	Foundation University
P7	37	Female	Turkish	Turkish	MA	5-10 years	Foundation University

3.3 Procedures

In this section, a detailed description of data collection procedures (e.g. instruments and sampling) and data analysis procedures are presented.

3.3.1 Data collection instruments. In this study, an ELF-Awareness Survey (See Appendix A), was utilized as the primary source of study, and semi-structured interviews (See Appendix B) were utilized as the secondary source of data collection instrument. The details of these two data collection tools are explained below.

3.3.1.1 ELF-awareness survey. According to Creswell (2007), in a qualitative inquiry, researchers are the key instruments, so they do not use the tools developed by other researchers. By taking this information into account, I as the researcher created an ELF-Awareness survey. The survey consists of two parts, the first of which is demographic information. In order to receive in-depth data from the participants, the institutions, ages, genders, native languages, degrees, experiences of the participants were asked. In the second part of the survey, there are 10 ELF utterances which are based on ELF corpus. The participants were asked to give a rating score to these utterances from 0 to 5. The utterances in the survey are based on the literature of ELF corpus. The resources of the statements in the survey are explained in detail below:

Item 1: *She hate dogs.*

This item is an example of not using the third person –s in present simple tense. In the literature, the majority of the researchers agreed on the point that dropping –s in present simple third person is quite common in ELF interactions (Breiteneder, 2009; Cogo & Dewey, 2012; Dewey, 2007; Seidlhofer, 2004). Cogo and Dewey (2012) pointed out that "it is simply not the case that 3rd person -s is being dropped, but rather that 3rd person -s and 3rd person zero are competing variants in ELF interactions" (p. 49).

Item 2: *The person which I was talking to was my best friend's father.*

This item is an example of using the relative pronoun *who* instead of *which* or vice versa, which is based on the findings of Seidlhofer (2004) as well as Cogo and Dewey (2012).

According to Cogo and Dewey (2012), the significance of *which* relative pronoun is different in ELF and ENL interactions. They assert that it is the pronoun

which that is commonly used in ELF interactions; however, when it comes to ENL interactions, *who* is the most common one.

Item 3: *I go to the work very early.*

This item is a typical example of insertion of the definite and indefinite articles where they are not used in NS English and not using them where they are necessary in NS English (Seidlhofer, 2004).

Item 4: *They study about engineering.*

This item is a sample of using redundant prepositions, which is based on the findings of Seidlhofer (2004).

Item 5: *I like pink colour.*

This item is a usage of exaggerating explicitness (Cogo & Dewey, 2012; Dewey, 2007; Seidlhofer, 2004).

Item 6: *I want that we watch TV together.*

This item is a typical example of using that-clauses as an alternative to infinitive constructions, which is asserted by Seidlhofer (2004).

Item 7: *There are other reason.*

This item is a typical usage of using a singular noun instead of a plural noun, which is based on the findings of Björkman (2008).

Item 8: *He lives in London. Isn't it?*

This item is an example of using question tags in an incorrect way (Seidlhofer, 2004).

Item 9: *She sued the company for racial discriminization.*

This item is a typical usage of non-standard use of word forms like levelize, forsify, discriminization, boringdom, which is based on the findings of Björkman (2008).

Item 10: *It looks not good.*

This item is a typical usage of raising of negation from the subordinate clause to the main clause, which is based on the findings of Björkman (2008).

In the survey, item 9 is an example of morphological use of ELF (Björkman, 2008). Items 7 and 10 are examples of syntactical use of ELF (Björkman, 2008). All the other items are lexico-grammatical use of ELF (Seidlhofer, 2004).

The participants gave a rating score for the above mentioned items on the dimensions of *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness* which were taken from Dewey (2011). The rating scores in the study of Dewey were from 1 to 6; however, in this study the rating scores were from 0 to 5 because the score 1 shows us that the participants are aware to a limited extent. In order to see whether they do not have any awareness about the ELF corpora, the lowest rating score in this study is 0.

3.3.1.2 Semi-structured interviews. As stated by Seidman (2006), the consciousness of individuals opens the most intricate social and educational issues as these abstract issues are built on the concrete experience of people, and he describes interview as "a basic mode of inquiry" (p. 8). For him, the stories of the participants are of worth, and this is the main urge for an interviewer to hear those stories. As for semi-structured interviews, a plan or interview guide having the main topics and questions are used; however, it is not conducted in a planned way, but in a natural way. What is more, in a semi-structured interview, interviewer has the topics that have to be covered in mind, and these can open new directions (Heighman & Croker, 2009).

In order to gain deep insight into the participants' understandings of ELF and its pedagogy, semi-structured interviews were utilized in this study. In the interviews, along with the questions related to the ELF related terminology, I also asked the instructors to explain the underlying reasons for their rating scores for the utterances. That is why, the methodological advantage of the semi-structured interviews in this study is that it was used for triangulating the data gathered from the survey.

3.3.2 Data collection procedures. As the researcher, I collected the data for the survey by using Google Drive in the spring term in 2017-2018 academic year. Initially, I sent it through e-mail to the ELPP instructors working at the institution that I work and previously worked at. Then I asked for my colleagues to send it to their own friends working at other state or foundation university ELPP instructors. Even though it was sent to instructors working at 6 different universities, a total number of 99 instructors

participated in the study. The names of the participants were not asked in the survey. Thus, they filled it out anonymously. However, in the demographic part of the survey, the participants were asked to write their e-mails if they would prefer to be interviewed.

Following on from this, in the second part of the study, I chose the appropriate candidates who were volunteer for the interview. Even though there were other volunteers working at different universities, I had to choose the ones who work at the institution that I work at because of convenience. However, I chose the participants working at the same university purposively. I paid attention to their age, experience and educational background. The semi- structured interviews lasted for about 30 minutes. Even though I told the participants that they could speak in Turkish to feel more relaxed, they all preferred to speak in English. The interviews were audio-recorded with the permission of the participants. I, as the researcher, transcribed all the records by myself.

3.3.2.1 Sampling. Sampling aids researchers to use a small group of members instead of using a whole group in their studies. Among the major types of sampling, the two main ones are probability and nonprobability sampling. In the probable sampling the members are selected randomly whereas in nonprobability sampling, they are selected according to some criteria. Nonprobability sampling includes three main types, which are convenience, purposive and quota sampling (Creswell & Plano Clark, 2007).

In this study, I utilized both from purposive and convenience sampling. Even though I chose all of the participants from the same university for convenience reasons, I chose the interviewees from the same university purposively because as it is stated by Yin (2011): "The goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given your topic of study" (p. 88). What is more, according to Etikan, Musa and Alkassim (2016), "subjects are selected based on study purpose with the expectation that each participant will provide unique and rich information of value to the study" (p. 28). By keeping these in my mind, I tried to consider different variations so as to provide unique information. Being volunteer was also another important factor for me while choosing the participants because as stated by Seidman (2006), it is obligatory for the participants to be voluntary in a research, so they have the right not to take part in it. While collecting

the data for the survey, the participants were asked whether they volunteered for the interview, and the ones who volunteered wrote their e-mail in order for me to contact them and to use the data in the survey while interviewing. I paid attention to choose the participants with different ages (1 of them is under 30, 3 of them are in their 30s, 2 them are in their 40s or late 30s), year of experience (4 of them have more than 10 years of experience, 3 of them have 5 to 10 years of experience) and I also paid attention to interview people from various educational background (2 of them have MA degree, 2 of them have BA degree and 3 of them are MA students). Along with the purposive sampling, I also had to take the convenience of the participants into consideration because as it is pointed out by Morrison (2006), if the access is not easy, the researcher might rely on volunteers, which is at times inevitable since it is better compared to not having a research at all.

In the process of selecting the universities for collecting data, snowball sampling which is defined by Yin (2011) as "selecting new data collection units as an offshoot of existing ones" (p. 89) was utilized. I asked for my colleagues to deliver the survey to the instructors that they know in different parts of Turkey. With their help, a total number of 6 universities in different regions of Turkey were reached.

3.3.3 Data analysis procedures. In order to analyse the interviews, as the researcher, I transcribed all the data which gave me the chance to acquaint me with the data. In the second phase, I used pseudonyms for the participants as Part.1, Part,2. and so on because as it is stated by Seidman (2006), the participants has the right to have privacy and the right to request that their identities remain confidential and not be revealed. After that, I read the transcripts many times in order to find the relevant data. I analysed the data deductively which is one of the major approaches of data analysis and defined as "… tend to let the concepts -if only taking the form of initial categories (which are another common form of concepts) - lead to the definition of the relevant data that need to be collected" (Yin 2011, p.94). I used the questions of the interviews as a framework for themes. In the first step, I went through the transcriptions quickly in order to see it as a whole. Following on from this, I wrote down some notes about my first impressions on the data. Subsequently, I read the data iteratively and labelled all the relevant pieces. I coded the repeated pieces and along with the ones that surprised me. Then I put the relevant pieces into the suitable category.

In order to analyse the data gathered from the survey, descriptive analysis was utilized. The percentages of the replies of the for each item in the survey was used for analysing the data. In the interviews, the participants were asked the rationale behind their rating scores for the utterances. While analysing the survey, the comments of the participants for the related items were also benefited.

3.3.4 Trustworthiness. Lincoln and Guba (1985) point out the significance of trustworthiness in a study by saying that "How can an inquirer persuade his or her audiences (including self) that the findings of an inquiry are worth paying attention to, worth taking account of?" (p. 290). According to them there are four principles to construct trustworthiness which are credibility, transferability, dependability and conformability. There are different techniques that can be utilized in order to make a study credible. One of them is utilizing from different sources of data (Lincoln & Guba, 1985). This view is also supported by Creswell (2007) in a way that he thinks in a qualitative research, researchers have to collect data from multiple sources. That is why, I triangulated the data that I gathered through the survey with the interviews. Another point to address the credibility is to make member check. Lincoln and Guba (1985) defined member check as testing the findings and interpretations with the participants. Since I work at the same university with the interviewees, I had the chance to member check with the interviewees by giving them the chance to edit and check their tapescript. The were also given a chance to edit their rating scores in the survey.

As for transferability, which is the idea that researchers ought to describe their research design along with setting and conditions of the study in order to give the readers the chance to decide if the findings relate to their own contexts (Heigman & Croker, 2009). In order to address transferability, I gave every detail about my setting, participants and sampling in a quite detailed way.

When it comes to dependability, which is related to the process of the study and evaluating the quality of design and analysis process thoroughly (Patton, 2001), a detailed description of each process was depicted. Especially data collection and analysis procedures were described in a quite detailed way in order that future researchers can utilize. As it is mentioned in the data analysis procedure, the data gathered from the interview were recorded, transcribed and the way it was analysed depicted quite clearly.

3.4 Limitations

Although this study could reach its goals, there were a number of limitations that have to be taken into consideration. Initially, it is limited to English language instructors working at universities. Therefore, the results of this study reflect only the perceptions and awareness of the instructors working at universities in Turkey. However, the findings of this study are transferrable to any similar contexts. Moreover, as for participants in the interviews, the study is limited to the participants working at one university. Even though there are participants from different L1 (Turkish) in the survey, the participants for the interview have the same L1, Turkish. The attitudes of participants from different native languages could have helped to gain more insight into the issues mentioned in the study. As a result, future research is necessary in a wider setting and with a more variety of participants in order to gain a deeper understanding related to the issues in this study and to generalize the results.

Chapter 4

Results

4.1 Introduction

In this chapter, the results of the study are presented in detail in order to answer the following two research questions:

1.What is the awareness of English language teachers' ELF use with regard to *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness*?

2.What are the perceptions of English language teachers towards English as a global language and its pedagogy?

4.2 Findings for the awareness of teachers of ELF with regard to *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness*.

In order to understand the awareness of EFL instructors about ELF use with regard to *importance for classroom correction, acceptability for international communication, intelligibility for international communication* and *correctness,* an ELF-Awareness survey as well as semi-structured interviews were utilized. The data collected via the survey were analysed descriptively and justification of these findings which were obtained through semi-structured interviews are introduced in order to answer the first research question.

In the survey, the participants gave a rating score for each item in terms of four aspects (*importance for classroom correction, acceptability for international communication, intelligibility for international communication, correctness).* With regard to *importance for classroom correction*, the score 0 means important to correct, and the score 5 means not important to correct. As for *acceptability for international communication*, 0 means unacceptable, and 5 means acceptable. When it comes to *intelligibility for international communication,* 0 means unintelligible, and 5 means intelligible. Finally, pertaining to *correctness*, 0 means incorrect and 5 means correct. A table for the overview of findings and the analysis of each item as well as the interview excerpts are presented below.

Table 3

Overview of the findings

	Classroom correction	Acceptability	Intelligibility	Correctness
She hate dogs	2.04	3.76	4.22	1.24
The person which I was talking to was my best friend's father	2.27	3.37	4.07	1.23
I go to the work very early	3.12	3.98	4.29	1.90
They study about engineering	2.80	3.46	3.82	1.80
I like pink colour	3.22	4.06	4.30	2.53
I want that we watch TV together	2.49	3.28	3.91	1.87
There are other reason	2.13	3.32	3.88	1.46
He lives in London. Isn't it?	2.07	3.08	3.80	1.47
She sued the company for racial discriminization	2.79	3.37	3.75	2.06
It looks not good.	2.68	3.52	3.95	2.29
Mean	2.56	3.52	3.99	1.78

As it can be seen in the table above, the participants think it is not important to correct the utterances 3, 4, 5, 9, 10, 11 in the classroom. The utterance that the participants are most tolerant is item 5, *I like pink colour,* as it has the highest mean score (3.22) for this aspect. When it comes to *acceptability*, the participants think that all of the utterances are acceptable for international communication. The most acceptable utterance for them is *I like pink colour.* In terms of *intelligibility,* the scene is similar to the *acceptability* aspect. All of the utterances are thought to be intelligible for international communication. As for *correctness* aspect, the participants seem not to be tolerant of the utterances. The only utterance that they seem to be tolerant is *I like pink colour.* In brief, the highest rating scores were given for the *intelligibility* aspect, and it is followed by *acceptability* and *classroom correction* aspects. On the other hand, the lowest scores were given to *correctness* aspect.

As indicated in the related section, item 9 is an example of morphological use of ELF (Björkman, 2008). Items 7 and 10 are examples of syntactical use of ELF (Björkman, 2008). All the other items are lexico-grammatical use of ELF (Seidlhofer, 2004). With regard to *classroom correction* aspect, the mean score for morphological use of ELF is 2.79, syntactical use of ELF is 2.4 and lexico-grammatical use of ELF items is 2.57. In terms of *acceptability* aspect, the mean score for morphological use of ELF is 3.37, syntactical use of ELF is 3.41 and lexico-grammatical use of ELF is 3.56. As for *intelligibility* aspect, the mean score for morphological use is 3.75, syntactical use is 3.90 and lexico-grammatical use is 4.05. Finally, in terms of *correctness* aspect, the mean score for morphological use is 2.06, syntactical use is 1.87 and the lexico-grammatical use is 1.71.

Table 4

Responses for the item 1

She hate dogs	0	1	2	3	4	5
Classroom correction	27%	21%	12%	14%	15%	11%
Acceptability	7%	2%	3%	26%	19%	43%
Intelligibility	4%	3%	6%	8%	11%	68%
Correctness	52%	15%	9%	10%	10%	4%

As it is indicated in the table above, in terms of *importance for classroom correction* aspect, 48% of the participants think that this utterance is important to

correct. Only 11% of them gave 5 points, which means not important to correct. As for, *acceptability*, nearly half of the participants (43%) are on the idea that this utterance is quite acceptable. When the rating scores for the score 4 is also taken into consideration, it can be said that this utterance is thought to be acceptable by the majority of the participants (62%). In terms of *intelligibility,* more than half of the participants (68%) think that this utterance is quite intelligible. Finally, with regard to *correctness*, it is judged to be incorrect by about half of the participants. Considering the rate for the score 1, it can be said that the participants are on the side of correct.

In the interviews, the participants were asked about their rationale for rating this utterance. P2, who gave 0 point both for *importance for classroom correction* and *correctness,* 4 points for *acceptability* and 5 points for *intelligibility* stated that:

> We have the common grounds in the classroom, and we should try to reach them, but outside the classroom, it is a perfectly acceptable sentence. (P2, Interview, June 11, 2018).

Additionally, P3 stated a similar point that the ELF feature of this sentence cannot be neglected in the classroom setting. S/he gave 1 point for *importance for classroom correction*, 4 points fo*r acceptability,* 5 points for *intelligibility* and 0 point for *correctness,* which are quite close to the previous participant. The rationale for the rating scores is presented in the excerpt below:

> […] Subject-verb agreement is the first thing we teach. This is very important in English, so it has to be corrected. We are supposed to teach the correct version. We have to correct them (P3, Interview, June 12, 2018).

On the other hand, P5 is not strict for the ELF feature of this sentence as the previous two participants. S/he gave higher scores which are 3 points for importance *classroom correction* and *acceptability,* 5 points for *intelligibility* and 4 for *correctness.* The following excerpt justifies his/her rating scores:

> The only missing thing is *hates*. We know that this is just an error. It is not important because the meaning is there. Correction in the classroom is another issue. I would not stop a student and correct it, but if it were in writing or grammar specifically working on, or if I focus on subject-verb agreement, I would correct it (P5, Interview, June 13, 2018).

Table 5

Responses for the item 2

The person which I was talking to was my best friend's father.	0	1	2	3	4	5
Classroom correction	21%	16%	15%	21%	19%	8%
Acceptability	7%	7%	8%	24%	26%	28%
Intelligibility	3%	4%	8%	8%	21%	56%
Correctness	50%	17%	11%	9%	9%	4%

The responses for the second item resemble the first item with regard to the rating scores for the *classroom correction* and *correctness* dimensions. For the *classroom correction*, 21% of the participants (the highest rate) think that it can be either corrected, or not to be corrected in the classroom, thus they hold views between the two poles. As for *acceptability*, the tendency is on the side that this utterance is acceptable. In terms of *intelligibility*, about half of the participants (56%) think that this utterance is perfectly intelligible. Finally, in terms of *correctness*, nearly half of the participants (50%) think that the utterance is incorrect. Taking the other high rates into consideration, it is thought to be incorrect by most of the participants.

When it comes to the interviews, P5 gave 3 points for *importance for classroom correction* and *acceptability,* 5 points for *intelligibility* and 4 points for *correctness*. The following excerpt justifies his/her rating scores:

> I can see the error, but I can understand that the student is trying to say it, so I would consider it mostly correct (P5, Interview, June 13, 2018).

P7 who had lower rates compared to the previous participant mentioned about another aspect of this utterance. S/he gave 0 point for *classroom correction*, 3 points fo*r acceptability,* 5 points for *intelligibility* and 1 point for *correctness.* The excerpt below indicates the rationale of his/her rating scores:

> […] If I hear this sentence, I can say 'What is this person talking about? However, it is quite intelligible (P7, Interview, June 14, 2018).

Table 6

Responses for the item 3

I go to the work very early	0	1	2	3	4	5
Classroom correction	8%	7%	16%	21%	29%	19%
Acceptability	1%	5%	4%	17%	30%	43%
Intelligibility	2%	3%	7%	7%	13%	68%
Correctness	31%	17%	14%	18%	11%	9%

Item 3 is not similar to the previous two items in terms of *importance for classroom correction* aspect. The tendency of the participants is on the opposite side. In other words, unlike the first two ones, nearly half of them (48%) gave 4 and 5 points for this utterance. It means that this utterance is not as important as the previous utterances to be corrected in the classroom. As for *acceptability*, most of the participants (73%) think that it is acceptable. With regard to *intelligibility,* it is evaluated as intelligible by the most of the participants (81%). Finally, what is thought about *correctness* is similar to the first two utterances in that it is thought to be on the incorrect side by the majority of the participants even though the percentage is lower (31%) for the score 0.

When it comes to the interviews, P4 gave high points for all aspects except for *correctness.* S/he gave 4 points for *classroom correction*, 5 points fo*r acceptability,* 5 points for *intelligibility* and 1 point for *correctness* justified his/her rating scores as below:

> […] When I think about myself, my speech in the classroom, the utterances are on the spot sentences sometimes. I also make mistakes… Grammatically it is not correct, but sometimes you just do not pay that much attention…You do not even realize that you use faulty sentences. That is why, I would be ok with that (P4, Interview, June 12, 2018).

Additionally, P7 gave the same rating scores for this utterance except for *correctness* aspect. Contrary to the previous participant, this one is not strict about *correctness.* His/ her score for *correctness* is 3, and s/he justified his/her rating scores as in the following excerpt:

For me, it is a mistake but not very important…I tried to teach this many times. I wrote lots of rules. I went over this rule again and again, but still they make this mistake because they think that they have to put *the* somewhere. They say, *They go to the work.* That is why, it should be acceptable in the classroom. I could not teach it…Many teachers could not teach it as well. Let's accept it … A native and the others can do these mistakes (P7, Interview, June 14, 2018).

Table 7

Responses for the item 4

They study about engineering	0	1	2	3	4	5
Classroom correction	9%	12%	17%	28%	20%	14%
Acceptability	6%	5%	6%	26%	34%	23%
Intelligibility	4%	3%	9%	18%	22%	44%
Correctness	35%	15%	15%	13%	16%	6%

On the dimension of *classroom correction*, 28% of the participants (the highest rate for this aspect) gave 3 points for this utterance. Only 9% of them gave 0 point, which means important to correct. Although the participants did not totally agree on its correction in the classroom, they think that it is somehow has to be corrected in the classroom, which is quite similar to the second utterance. The rates for the *acceptability* is similar to the second item. The majority of the participants are divided in 3, 4, 5 scores. Pertaining to *intelligibility,* it is similar to the utterances discussed so far. The majority of the participants think that it is intelligible or almost intelligible. For *correctness* dimension, 35% (the highest rate) of the participants think that it is totally incorrect.

When it comes to the interviews, P3 gave very low scores for this utterance. S/he gave 2 points for *classroom correction,* 1 point for *acceptability*, 2 points for *intelligibility* and 0 point for *correctness*. Following excerpt presents the rationale of these scores.

[…] the message is not clear. We are not sure. Are they studying engineering at a university? Is that their department, or are they studying about a topic about it? The message is not clear, so there is not a healthy communication (P3, Interview, June 12, 2018).

Table 8

Responses for the item 5

I like pink colour.	0	1	2	3	4	5
Classroom correction	10%	8%	12%	20%	18%	32%
Acceptability	2%	5%	5%	11%	26%	51%
Intelligibility	2%	4%	2%	11%	15%	66%
Correctness	23%	14%	8%	13%	24%	17%

For *classroom correction*, 32% of the participants, which is the highest rate for this score in this aspect so far, gave 5 points for this utterance. In terms of *acceptability*, half of the participants judge this utterance to be perfectly acceptable, and when the rates for the score 4 is also taken into account, this utterance is evaluated to be acceptable. As for the *intelligibility*, compared to all the other aspects, the item is judged to be quite intelligible by 66% the participants. However, it is thought to be less intelligible than the first and third utterances. Finally, 17% of the participants, which is the highest rate for this score in this aspect so far, gave 5 points for *correctness*. It is striking that, the percentages of 4 and 0 scores are exactly the same, which means they hold views between the two poles.

When it comes to the interviews, P2 gave 3 points for *classroom correction,* 4 points for *acceptability*, 5 points for *intelligibility* and *correctness.* Following excerpt indicates the rationale of these scores:

> It makes perfect sense to me because I also use such a sentence. I am also a non-native person. I did not feel like an alien when I hear it (P2, Interview, June 11, 2018).

In the same vein, P3 gave similar points for this utterance. His/her rating scores are as followed: 4 points for *importance for classroom correction* and *acceptability*, 5 points for *intelligibility* and *correctness*. The rationale shows his/her tolerance towards this utterance is similar to P2. Below the rationale of these scores is indicated:

> The message is crystal clear because the important components are there. There is just an unnecessary word. It does not hinder the meaning. We cannot correct each and every word of our students. We should give a space for them

to gain their self- esteem, so this is a kind of mistake that you can let go. (P3, Interview, June 12, 2018).

P6 gave relatively less points for this item. S/he gave 4 points for *importance for classroom correction,* 5 points for *acceptability*, 3 points for *intelligibility* and *correctness*. The reason for these scores is stated below:

Maybe vocabulary mistakes are less important (P6, Interview, June 13, 2018).

Table 9

Responses for the item 6

I want that we watch TV together.	0	1	2	3	4	5
Classroom correction	16%	14%	17%	21%	19%	12%
Acceptability	7%	6%	14%	22%	26%	25%
Intelligibility	3%	4%	10%	15%	17%	51%
Correctness	30%	17%	15%	21%	10%	7%

The number of the participants for each score in *importance for classroom correction* aspect is close to each other. For *acceptability*, the rates are similar to the utterances 4 and 2. The participants are not sure whether it is acceptable or not; however, half of them think that it is intelligible. As for *correctness*, the highest rate, 30%, is for the score 0. Only 7% of them think that it is correct.

P7, who gave 0 point both for *importance for classroom correction, acceptability* and *correctness*; 4 points for *intelligibility*, stated the reason for his/her rating score as in the following excerpt:

There is not a relative clause here, but there is a relative pronoun. That is why, I think it is a big mistake. It should be corrected in the classroom. Non-native and native speakers can have problems to understand that. That is why, it should not be accepted. We should say that it is a relative pronoun (P7, Interview, June 14, 2018).

Table 10

Responses for the item 7

There are other reason.	0	1	2	3	4	5
Classroom correction	19%	19%	19%	22%	12%	8%
Acceptability	5%	7%	16%	21%	24%	28%
Intelligibility	3%	8%	9%	11%	15%	54%
Correctness	43%	16%	11%	15%	13%	2%

The number of the participants who gave 0, 1 and 2 points are exactly the same for the *importance for classroom correction* dimension. The participants did not agree on its correction in the classroom. This utterance, along with the item 2, are judged to have 5 points in terms of *importance for classroom correction* by the lowest number of the participants. For *acceptability*, this utterance is similar to items 2, 4 and 6. The majority is on the acceptability side; however, they are divided in the scores 3, 4 and 5. With regard to *intelligibility*, it is thought to be intelligible or almost intelligible by more than half of the participants (69%). Finally, majority of the participants (59%) think that it is incorrect or almost incorrect, and it is also judged to have 5 points by the lowest number of the participants for this aspect.

In the interviews, the participants stated different underlying reasons for their rating scores. P3 who gave 1 point for *importance for classroom correction, acceptability* and *correctness;* 2 points for *intelligibility* explained his/her low scores as below:

> It is not clear whether the sentence is plural or negative because noun is singular. Which part is problematic? The student made the mistake with the am, is, are part or the plural part. We do not know if the sentence plural or negative, so communication stops there (P3, Interview, June 12, 2018).

Contrary to this participant, P7 gave relatively high scores. S/he gave 3 points for *importance for classroom correction, 4 points for acceptability* and 5 points for *correctness*; 4 points for *intelligibility*. S/he stated the reason for his/her rating scores as in the following excerpt:

We do not have this rule in Turkish, so ninety-nine percent of the students do this mistake, but it does not impede understanding (P7, Interview, June 14, 2018).

Table 11

Responses for the item 8

He lives in London. Isn't it?	0	1	2	3	4	5
Classroom correction	21%	20%	20%	16%	13%	9%
Acceptability	4%	11%	18%	27%	20%	20%
Intelligibility	2%	7%	11%	13%	22%	45%
Correctness	46%	10%	13%	19%	7%	5%

The tendency of the participants for *importance for classroom correction* is on the necessary to be corrected side for this utterance. As for *acceptability*, it is thought to be acceptable or almost acceptable by nearly half of the participants (40%). When it comes to *intelligibility*, it is judged to be intelligible or almost intelligible by 67 % of them. Finally, for *correctness,* about half of them (56%) evaluated the utterance to be incorrect or almost incorrect.

In the interviews, P2 who gave 0 point for *importance for classroom correction,* 4 points *for acceptability*, 5 points for *intelligibility* and 4 points for *correctness* stated the reason for his/her rating score as in the following excerpt:

[…] They are just highlighters, so even with the tone of the voice, a person makes it clear that s/he is asking a question, so if the structure is not correct, still the meaning is there (P2, Interview, June 11, 2018).

P4, on the other hand is more tolerant of that ELF use in the classroom, but less tolerant of its acceptability compared to P2. S/he gave 2 points for *importance for classroom correction* and *acceptability.* 4 points for *intelligibility* and 0 point for *correctness* stated that:

[…] we do not use *it* for people, but it is understandable that it is a question tag. I think about myself speaking to a native speaker, I do not think s/he would really pay attention and correct me. However, it is still bothering me (P4, Interview, June 12, 2018).

Table 12

Responses for the item 9

She sued the company for racial discriminization.	0	1	2	3	4	5
Classroom correction	11%	11%	14%	28%	24%	12%
Acceptability	6%	6%	15%	19%	24%	30%
Intelligibility	3%	8%	9%	16%	18%	46%
Correctness	30%	14%	12%	20%	14%	10%

The scores for the *importance for classroom correction* are close to each other in this item; however, they are mostly on the side of not correcting it. In terms of *acceptability*, the tendency is on the acceptable side, and for the *intelligibility*, the scene is similar to all of the previous utterances. 64% of the participants think that this item is intelligible. As for *correctness*, the rates are also close, however, the majority is on the incorrect side.

When it comes to the interviews, P3 who is one of the most tolerant participants for this utterance, gave 5 points for *importance for classroom correction, acceptability* and *intelligibility* and 4 points for *correctness* said:

> When you look at the complexity of the sentence at the vocabulary level, it is quite high…The only mistake here is just spelling, and it does not hinder meaning… It is just a basic human being mistake. We also do the same kinds of mistakes in our native language too, so it is quiet acceptable I think (P3, Interview, June 12, 2018).

P2, who is less tolerant of this ELF use, gave 3 points for *importance for classroom correction*, 4 points for *acceptability* and *correctness* and 5 points for *intelligibilit*y, stated that:

> It is just a wrong transfer of rules. It is difficult but still understandable (P2, Interview, June 11, 2018).

On the other hand, P6 is strict in terms of all aspects except for *intelligibility* for this item. S/he gave 5 points for *intelligibility* and 0 point for all the other aspects. The following excerpt presents the underlying reasons of these scores:

[…] We should not change the spelling of words. We understand the meaning of this because of the *racial* here. Let's say we do not have this. Then what does the word mean? It will cause confusion (P6, Interview, June 13, 2018).

Table 13

Responses for the item 10

It looks not good.	0	1	2	3	4	5
Classroom correction	13%	15 %	17%	17%	20%	17%
Acceptability	1%	10 %	14%	21%	18%	36%
Intelligibility	3%	5 %	8%	9%	27%	48%
Correctness	28%	12 %	9%	21%	16%	14%

For *importance for classroom correction*, 37% of the participants thought that it is not necessary or almost not necessary to be corrected in the classroom, but this is not a high rate. For *acceptability*, the highest rate, 36%, is for the score 5, and it is similar to the previous utterances in that sense. As for *intelligibility*, 48% of the participants thought that it is perfectly intelligible. Considering the rate (27%) for the score 4, they have a consensus here as in all of the previous utterances. With regard to *correctness* aspect, the participants are on the two opposite sides. The rates for the two opposing sides are close to each other.

When it comes to the interviews, P3 who gave 1 point both for *importance for classroom correction*, *acceptabilit*y and *correctness*, 2 points for *intelligibility* stated that:

It is about the message. People are used to hear the same pattern… When you start with "It looks", people automatically assume that it is a positive sentence. Maybe, they do not even listen to the rest of the sentence, but actually, it is negative (P3, Interview, June 12, 2018).

P5, who is more tolerant of this utterance, gave 2 points for *correctness* and 3 points for all the other aspects. The rationale for the scores is similar to the previous participant. S/he stated that:

Does it mean it looks good or it looks not good. Is the student trying to say it looks bad. I am not sure here. It is not intelligible for the same reason (P5, Interview, June 13, 2018).

On the other hand, P1 thought on the opposite side of the previous two participants. S/he gave 4 points for *importance for classroom correction,* 5 points for *acceptability, intelligibility* and *correctness*. The excerpt below indicates the reason for these scores:

> […] Even the natives use it like "It's no good" and I am familiar with this usage (P1, Interview, June 11, 2018).

In general, there is a consistency across the *importance for classroom correction* and *correctness* dimensions. For all the utterances, *correctness* was evaluated with 0 point by the highest percentage of the participants. *Classroom correction* follows a similar fashion and second highest number of the participants evaluated the utterances under this dimension with 0 point. The tendency is also the same for 5 points. *Correctness* is the dimension which consistently judged to have 5 points by the lowest number of the participants. *Classroom correction* is the second highest one to be judged to have 5 points. When it comes to the other two dimensions, for all the utterances the highest percentage of the participants gave 5 points for *intelligibility*. The second highest percentage of the participants gave 5 points to the *acceptability*.

4.3 Findings of the perceptions of teachers towards English as a global language and its pedagogy

In order to understand the perceptions of EFL teachers towards the role of English and its pedagogy, semi-structured interviews were utilized. The findings are presented under the main and sub themes as indicated below:

1. The current role of English and ELF.
2. Understandings of ELF and SE.
3. Perceptions towards different varieties of English.
4. ELF-informed approach to teaching.
   a. Challenges of ELF-informed teaching.
   b. Materials designed according to ELF-informed approach.
   c. Testing according to ELF-informed approach.

4.3.1 The current role of English and ELF. All of the participants expressed that English has a big and a very important role in our lives. They stated that it is an international language, a global language and the language of communication today.

It is also stated that it is a common language, and it is the language of education, business, tourism and science. Three of the participants (P2, P3, P5) specifically stated that it is the lingua franca of today. Following excerpts in are in support of these findings:

> English is the lingua franca. Everybody uses it, so I think it is important for scientific language, for academicians especially because it is the most common one in the world (P2, Interview, June 11, 2018).

> Because of globalization I guess, it is a must to learn English. It is like the language of the world. If you want to travel somewhere, you need to speak in English in order to communicate. Even if in your country, you also need to speak English to help tourists, to get a good job. Both for social life and your career, for business, English has a very big role, very important role (P1, Interview, June 11, 2018).

> It always has been very important because it is the international language. It will always be important (P3, Interview, June 12, 2018).

> I think it has changed a lot especially when you compare it to the past because now we see English pretty much everywhere on social media, on TV, on the internet. Even if you are not a language learner, you are exposed to English somehow, so I think it plays a much bigger role than it used to (P4, Interview, June 12, 2018).

4.3.2 Understandings of ELF and SE. When the participants were asked about the definition of ELF, four of them stated that it is the common language that people use as evidenced in the following excerpts:

> […] It is the language that everybody speaks. It is the common language (P7, Interview, June 14, 2018).

> It is the language of the science, and it is the common good we share actually (P2, Interview, June 11, 2018).

Some of the participants focused only on its function in business and science as evidenced in the following excerpt:

As far as I remember, it is the international language of business world. That is what I know, but I am not sure. To communicate in one language in all over the world, in your business life I think…The purpose is communication, so maybe that means the communication in all aspects of life all over the world. Major in business. I am not sure (P3, Interview, June 12, 2018).

Not all of them pointed out the details about having different native languages or other issues related to ELF; besides, some (P7 and P2) stated that they were not sure about their definitions as in the following excerpt:

Actually, I know this term. I have heard it, but I do not remember. The language of everything or international language. Something like this (P7, Interview, June 12, 2018).

Two of the participants (P1 and P6) stated that ELF is a simplified language or a language that grammar rules are not important as exemplified in the following excerpts:

Communication matters, grammar rules do not (P1, Interview, June 11, 2018).

Language in this century should not be a barrier in communication, so we need a common language, a simplified language. It is simplified because anybody speaks that language. I think this is lingua franca (P6, Interview, June 13, 2018).

Only two of the participants (P2 and P5) could define ELF by mentioning about the different cultural backgrounds of the participants, as the excerpts below indicate:

[…] It is the common good we share actually. The biggest basis on which people from different cultures, different backgrounds different understandings can come together and talk about their ideas by using this lingua franca (P2, Interview, June 11, 2018).

I think a common language for people who are not actually native speakers, for business. It is for people who have different ethnic groups, so for them it is just a common language. They use English as a common language. It could be for diplomacy as well (P5, Interview, June 13, 2018).

When it comes to the participants' understanding of SE, participant P7 stated that SE is the English that everybody can understand without having any difficulties as indicated in the following excerpt:

> […] We should not have any difficulties to understand the words, pronunciation (P7, Interview, June 14, 2018).

Another participant (P6) stated that SE is the basic language that we speak as shown in the following excerpt:

> There are variations in English like British and American English. There are different pronunciations of certain words. Standard English is disregarding all these variations. Just speaking the basic language I think (P6, Interview, June 13 2018).

It is very striking that two of the participants (P2 and P4) defined this term on the basis of ELF approach. They stated that they do not believe in SE due to the emerging concepts as WE. The following excerpts indicate these two definitions:

> I believe in WE because every nation nearly has members who speak English, so they have their own understandings of English like they have their own spellings, pronunciation mistakes they bring because of their native languages (P2, Interview, June 11, 2018).

> I think it is a really boring term especially now that there are lots of different versions of English accepted around the world… Now that there are WE every type of English is accepted as long as it is English. When you compare it to the past, standard English has started to fade away, I think (P4, Interview, June 12, 2018).

4.3.3 Perceptions towards different varieties of English. Almost all of the interviewees (P1, P2, P3, P5, P6, P7) expressed that they preferred American variety by showing the reason that it is easier compared to the other native varieties. They also expressed that they were exposed to American variety as their instructors were using it. The following excerpts are in support of these findings:

> I do prefer American maybe it is because of the effect of my teachers, especially my university instructors as they all graduated from American universities. Probably because of their pronunciation. The teacher who taught

47

me phonetics was a graduate of American university… I find American English easier to understand for Turkish students especially, and I think the other nations think the same (P2, Interview, June 11, 2018).

I prefer American English. Hearing British English sounds fantastic, but when it comes to speaking, American is easy to understand, easy to speak as well (P6, Interview, June 13, 2018).

Only one of the participants stated that speaking like NSs does not matter as exemplified in the following excerpt:

[…] I do not try to shape my English according to a set of rules or depending on a certain accent. To me, learning a language is something that requires easy communication (P4, Interview, June 12, 2018).

None of the participants stated that they prefer Turkish variety. Two of them (P1 and P7) pointed out that they did not prefer it specifically by giving the reason that it is not prestigious. The following excerpt can be an example of it:

I prefer American variety because this is my job. My Turkish accent should not be dominated, so I prefer to use American English. I also find it easier to imitate American English … I feel that I have to speak like an American or British because for me they are the real English…We are English teachers. We have to speak perfectly. We have to speak like a native. Of course, we are not natives. We still make mistakes. We do not know everything, but we should be like natives (P7, Interview, June 14, 2018).

When it comes to teaching, P7 and P1 stated that they prefer to teach native varieties, but P6 and P3 prefer to teach American English specifically by showing different reasons. Following excerpts indicate this:

I guess I prefer American English because this is what we are exposed to during the day, like when we watch an American movie or listen to songs. They are mostly in American English (P3, Interview, June 12, 2018).

I prefer to teach American English because especially like *have got*, *has got* thing. To me, it is so unnecessary to teach. It always confuses the students' minds. They learn the structure *Do you have?* and then *Have you got?* comes

from British English, and it ruins everything. They just forget what they already know (P6, Interview, June 13, 2018).

Two of them prefer to teach different varieties rather than teaching only native varieties as evidenced in the following excerpts:

I do not prefer to teach a specific variety because they should be familiar with every single possible type of English they could hear in real world (P2, Interview, June 11, 2018).

I try to teach different varieties. I do not prefer to stick to a specific variety because I try to be realistic because when they go into the real life setting, they would probably be exposed to Japanese English, Korean English, Brazilian English (P4, Interview, June 11, 2018).

4.3.4 ELF-informed approach to teaching.

4.3.4.1 Challenges of ELF-informed approach. The teachers were asked about their views and possible challenges that they may come across in an ELF-informed teaching system by referring to the utterances in the survey. P3 and P7 stated that they are teaching academic English at a university, so it will not be proper to teach ELF variety. P1 and P3 pointed out that they are traditional teachers, so they are used to teaching according to some standard norms. Most of the instructors (P2, P3, P5, P7) pointed out that they ignore some mistakes in teaching or practising speaking skills, but these mistakes are not acceptable in other skills for them. Following excerpts indicate these findings:

For us, for teachers I guess it is very difficult to accept that model because it's too difficult for us to tell the students that they can make these kinds of mistakes because we have been teaching those rules very strictly for a very long time. So now saying them that it is ok, it would be a big challenge for us to use those kinds of things in the class. (P3, Interview, June 12, 2018)

ELF can be acceptable in speaking. We can understand this. The students have to write essays, thesis maybe. They have to take proficiency exams, so they should not make any mistakes. If we accept *She hate dogs*, they will learn it in that way. They learn all the wrong forms easily, easier than the correct forms (P7, Interview, June 14, 2018).

P2 and P6 expressed that there will not be a standard if they teach ELF model as indicated below:

> If we teach ELF, there will not be a standard then because in one school one teacher will accept certain things as ok, in another school again under the teaching ELF, another teacher will accept something that other teachers do not accept. It will be so conflicting, and at the end it is like people will just lose the beauty of the language (P6, Interview, June 13, 2018).

4.3.4.2 Materials designed according to ELF-informed approach. The teachers are divided into two in terms of their opinions about ELF-based materials. Majority of the participants (P1, P5, P6, P7) expressed that they did not favour ELF-based materials. On the other hand, the other participants (P2, P3, P4) expressed that it may be possible. However, P2 only favoured materials that include different accents. When it comes to grammar, s/he did not favour it. The following excerpts indicate the two opposing views:

> If that language is going to be used in classes, of course it should be backed up with the materials with materials. That would be interesting. They need to see them on paper as well, if we accept and teach them yes (P3, Interview, June 12, 2018).

> No, I am harsh about it. We should expose them to correct, perfect English. … Materials are the teaching staff, so they should be correct (P7, Interview, June 12, 2018).

> […] Although they are not accepted formally, they still exist. I think it would be unfair to ignore those or totally label them as wrong, but partly I would agree that we should put some of those elements into our course books just to make maybe more open to using different forms even when they are considered to be faulty (P4, Interview, June 12, 2018).

4.3.4.3 Testing according to ELF-informed approach. Most of the instructors (P1, P3, P6, P7) are not very strict on testing English according to ELF-informed teaching approach as indicated in the following excerpt:

Actually, maybe the students will be more confident and comfortable in this approach. I think we should be trained to teach ELF (P7, Interview, June 14, 2018).

If a student has a really good English but has a few mistakes like subject-verb agreement, we should learn to look away. We should not punish them (P5, Interview, June 13, 2018).

Grammar does not have the biggest role in speaking as long as the student is fluent and can convey the messages quite well. We always tell the students that vocabulary is more important than making accurate sentences. It can have a secondary role. It is possible…Not accepting but not to be so harsh to those students. Putting grammar into the secondary position. Not the vocabulary though (P6, Interview, June 13, 2018).

There are a few participants who are strict on testing according to ELF-informed teaching (P2, P4) as indicated in the following excerpts:

[…] There are some certain systems and frameworks that are used by countries like CEF. When it comes to testing to my experience, the thing that matters most is to reach a standard. Somehow the testers feel the need to be able to get more or less the same level of answers or reactions from the students as being standard is one of the main criteria…of course it would be very difficult to apply ELF because there will be lots of varieties and derivations…It would be a lot more difficult for us to be grading those things. There would be more objections than we have now (P4, Interview, June 12, 2018).

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to measure English language instructors' awareness and perceptions of ELF and ELF related issues. In an attempt to do so, the data were collected through an ELF-Awareness survey which consists of ten utterances taken from the related literature and semi-structured interviews. In the following section, the findings of the study as well as conclusions and recommendations for future studies will be discussed in detail.

5.1.1 Discussion of the findings of RQ 1: What is the awareness of English language teachers' ELF use with regard to *importance for classroom correction*, *acceptability for international communication, intelligibility for international communication* and *correctness*? In order to gauge the awareness of the participants of ELF with regard to *importance for classroom correction*, *acceptability for international communication, intelligibility for international communication* and *correctness* aspects, the survey and interview findings will be discussed comparatively.

The thorough analysis of the survey depicts that all the utterances are thought to be more intelligible than they are acceptable, correct and deserve to be corrected in the classroom. Besides, all the utterances are thought to be more acceptable than they are correct and have to be corrected in the classroom. Even though an utterance is thought to be incorrect for most of the participants, the participants are more tolerant of these utterances in the classroom setting.

As for different usages of ELF, in terms of *classroom correction* aspect, they are not tolerant of syntactical use of ELF, but they are tolerant of lexico-grammatical and morphological use of ELF. With regard to *acceptability for international communication* aspect, they are tolerant of all the ELF usages. In terms of *correctness* aspect, they are not tolerant of any of the ELF use. It can be deduced from these findings that morphological, lexico-grammatical and syntactical use of the utterances are considered to be both intelligible and acceptable for international communication by the participants. However, regardless of the different ELF use, they are evaluated

to be incorrect by the participants. The situation for the *classroom correction* is not consistent as in the others. All in all, morphological and lexico-grammatical use of ELF are shown tolerance from all aspects except for *correctness*, but syntactical use of ELF is only shown tolerance from merely two aspects, *acceptability* a*nd intelligibility for international communication.*

It is very striking that the utterance which is given the highest rating scores for all aspects is utterance 5*, I like pink colour.* It is also the only utterance that is thought to be correct among all the utterances. When the underlying reasons for the rating scores are focused for this utterance, which has a lexico-grammatical use of ELF, P3 stated: "There is just an unnecessary word" in this sentence. Based on the comment of this participant, when the utterances that have redundant words are examined, it can be seen that the rating scores for the utterances *I go to the work* and *They study about engineering* are not similar. Actually, the nature of these utterances are different, in other words, the redundant word in *I go to the work* and *They study about engineering* are function words, and in *I like pink colour* there is a content word. Thus, the tolerance of the participants to redundant words are not similar. If the two sentences that have the function word redundancy are compared, it can be seen that except for *acceptability* and *intelligibility* dimensions, the rating scores are similar.

When it comes to the utterances given the lowest rating scores, it can be seen that there is not consistency. As for *classroom correction*, the utterance thought to be corrected in the classroom is *She hate dogs.* In this sentence, there is a missing inflexional affix, which is third person –s. Even though it is one of the most frequently seen ELF use (Breiteneder, 2009; Cogo & Dewey, 2012; Dewey, 2007; Seidlhofer, 2004), the tolerance of the participants is not high for this ELF use in classroom setting. As for *acceptability for international communication,* utterance 8 which is another lexico-grammatical use of ELF is given the lowest rating score. However, even if the scores for this item are lower than the others, it is still thought to be acceptable. With regard to *intelligibility for international communication* aspect, utterance 9, which has a morphological use of ELF, is evaluated to be less intelligible than others. According to Björkman (2008) non-standard word formation as in this utterance was found to be a non-disturbing ELF feature. Hence, this finding is not in alignment with Björkman's study. As for correctness, utterance 2, which has another lexico-grammatical use of ELF, is shown less tolerance by the participants. This item is a use of relative pronoun

53

which instead of who. According to Cogo and Dewey (2012), relative pronoun *which* is more commonly used in ELF interactions. However, the participants are not tolerant the use of *which* instead of *who* in this utterance.

When the findings are compared to the related literature, Dewey (2011)'s study has to be taken into account first because of the similar natures of these two studies. Dewey used a similar utterance awareness instrument which includes different utterances; however, the dimensions for evaluating the utterances were the same. As in this study, the teachers gave the highest points for *intelligibility for international communication* aspect which is followed by *acceptability for international communication* aspect. The teachers also thought in a similar way for *correctness* and *importance for classroom correction* dimensions. As in the findings of this study, even if the teachers found an utterance intelligible and acceptable, they did not think that these utterances were correct. In terms of items, the only similar item in that study is *Everybody have to do military service*, in which there is a missing third person –*s.* In Dewey's study, this item was found to be the least correct item compared to the others. In this study, the finding is similar as the number of the participants who gave 0 point for this item is higher than all the other items. To sum up, the findings of Dewey's study were echoed in this study.

5.1.2 Discussion of the findings of RQ 2: What are the perceptions of English language teachers towards English as a global language and its pedagogy? In order to understand the perceptions of English language instructors towards the role of English and its pedagogy, semi-structured interviews were utilized. When the data were analysed, four main themes emerged. The first one of them is the current role of English and ELF. It can be concluded from the findings that the participants agree on the leading status of English; however, only three of the participants mentioned about its role as a lingua franca. Even when they were asked specifically whether it has a role as a lingua franca or not, along with its leading positon, most of the participants focused only on its leading position. A few of them specifically stated that they did not have an idea about its role as a lingua franca.

The following theme that emerged is understandings of ELF and SE. Whether it is correct or not, almost all of them have an idea about what lingua franca is. Two of them stated that ELF is a simplified language. In my view, they tried to guess it by

imagining the utterances in the survey because in the survey, they were introduced utterances with ELF use, which can lead them to deduce this meaning. However, most of them agreed on the point that it is the common language by focusing only on business, science, diplomacy, yet two of the participants' definitions were very close to the ELF definitions in the literature. They pointed out the different nations and cultural backgrounds and native languages of the speakers while talking about ELF. When it comes to what they understand from SE, they expressed that it is an understandable English, which is similar to the definition of Crystal (2003). He defined it as the most widely understood and prestigious variety. On the other hand, two of the participants' views on SE were quite supportive in ELF approach. They stated that there is not SE because of the current role of English and the emerging concepts as WE.

In terms of their perceptions towards different varieties of English, it can be concluded from the findings that they favour native varieties. Even if it was not stated explicitly by the majority of the participants, it is quite obvious that they do not favour Turkish variety. This finding is similar to the findings of Kaur (2014)'s study, which is on the perceptions of teachers, in that in both of the studies, participants favour NS accents more. In this study, there is also some inconsistency in the utterances of the participants, one of which is although P2 stated that s/he does not believe in SE because of the current role of English, s/he favoured native varieties. However, the second participant who was aware of the WE, stated that s/he does not try to shape his/her language according to a set of rules. When it comes to teaching, the tendency is on teaching native varieties side; however, the same participants (P2, P4) who stated their beliefs in WE, expressed that they prefer to teach different varieties different from native English.

With regard to the perceptions towards ELF-informed teaching, the instructors seem not to favour it. As explained in the related section, they stated that at a university environment where academic English is taught proper English has to be introduced to the students. The participants used the word *incorrect* for the ELF utterances, which is in parallel with the study conducted by Sifakis and Sougari (2005). The findings are also in accordance with the studies conducted in Turkey. İnal and Özdemir (2015) compared the perceptions of teachers working in different teaching contexts. They found out that the pre-service teachers favour ELF more than in-service and academia

teachers. Although the sampling in this study is from only one teaching context, the finding is similar to their study. In another study, Deniz, Özkan and Bayyurt (2016), it was found out that although most of the teachers accept the existence of ELF, they resist to teach in ELF-based norms as in this study. As for another study, He and Zhag (2010) found out that teachers are not tolerant of ELF use even in spoken English. This study is at odds with He and Zhag's study in that the participants in this study ignore some mistakes when they are practising speaking skills even though they are not tolerant of them when practising other skills.

In terms of testing, they seem not to be very strict on the standard varieties as they believe ELF-based teaching can help students boost their confidence in using the language. In this study, majority of the participants did not favour the materials designed according to that approach and even the ones who were closer to that approach, stated that only the differences in accents, not the grammar can be included to those materials. This finding is similar to the study conducted by Timmis (2002) in that were stricter on teaching grammar according to the norms of SE.

As a conclusion, the participants seem to oscillate between two opposing ideas. Even though they agree on the current position of English, they have bias towards using and teaching non-native varieties of English. They also stated that they are only tolerant of ELF use merely in speaking. As for materials, they are mostly on the side of not favouring it. On the other hand, they are not very strict on testing English according to ELF-informed teaching approach. All in all, it seems that they do not have blinders on the reality of ELF, but they do not totally agree on it. Thus, it can be concluded that even if they agree on the current role of ELF, they have ambivalence towards its pedagogy.

5.2 Pedagogical Implications

This study offers some pedagogical implications so that researchers, EFL teachers, material designers, teacher trainers, curriculum designers can benefit. According to the findings of this study, the English language instructors working at ELPP are biased towards ELF-informed pedagogy. Today, it is inevitable to accept the role of English in almost every field. Thus, the factors that affect the progress of the English language cannot be ignored. This cannot be neglected in the way the language is taught, too. ELT practitioners have to consider all these facts, and the teachers have

to be trained accordingly. Even though the awareness of teachers is raised, teachers have to act according to the philosophy of the institutions that they work at. That is why, in order to expect teachers to teach according to ELF-informed teaching philosophy, ELT authorities have to be enlightened about it first. What is more, as it is stated by some of the participants in this study, there is a lack of materials in this field, which have to be taken into consideration by the material designers. To sum up, in order for progress take place in this field, some notable attempts are required.

5.3 Conclusions

The aim and scope of this study was to understand the perceptions and gauge the awareness of English language instructors about ELF and ELF related issues. The results revealed that the participants are tolerant of ELF use with regard to *importance for classroom correction, acceptability for international communication* and *intelligibility for international communication* aspects. On the other hand, they seem not to be tolerant of ELF use on *correctness* aspect.

When it comes to their perceptions, they agreed on the current role of English today, and they defined ELF as a common language used for communication. In terms of their preferences for teaching and using the language, it can be seen that they have an empathy towards the NS norms. They do not favour the idea of teaching according to ELF-based norms due to the difficulties that they may come across. They also do not prefer to use ELF-based materials even though they seem not to be strict on testing according to that philosophy.

In alignment with the theoretical framework of the study, namely post-normative approach, the teachers are expected to go beyond the normativity by taking the needs of their students into account (Dewey, 2012). However, as it can be concluded from the findings of this study, the teachers seem to be norm-bound, the reason of which might lie in the fact that institutions, society and students expect EFL teachers to teach proper English. However, as Kramsh (2014) stated, unlike most of the ELT practitioners' assumptions, ELF does not require to leave all the standard pedagogic norms of the language. For her, it is " … to strive to make our students into multilingual individuals, sensitive to linguistic, cultural and, above all, semiotic diversity, and willing to engage with difference, that is, to grapple with differences in social, cultural, political and religious worldviews" (Kramsch, 2014, p. 305). Contrary to this view,

when the understandings of teachers in this study are taken into account, it seems that more recognition has to be given to ELF.

5.4 Recommendations

This study puts forward some recommendations for future researchers. First and foremost, this study was conducted only with the English language instructors working at ELPP. A focus in this area with participants working in different teaching contexts is also needed. Moreover, the awareness and understandings of Turkish EFL teachers can be compared to teachers from different nations so that the teacher trainers in Turkey can see the specific needs of the teachers in Turkey while designing their courses. It can be deduced from this study that the teachers need to be trained in this field. That is why, even though it was conducted for a couple of researchers beforehand, more training programmes can be developed based on the needs that are determined in the studies as this one. What is more, the changing attitudes of teachers after being exposed to a training programme can be compared by the future researchers.

REFERENCES

Bayyurt, Y., & Sifakis, N. (2015). ELF-aware in-service teacher education: a transformative perspective. In H. Bowles & A. Cogo (Eds), *International Perspectives on English as a Lingua Franca: Pedagogical Insights,* (pp. 117-136). Basingstoke, UK: Palgrave Macmillan.

Bertaux, D. (1981). *Biography and society: The life history approach in the social sciences.* Thousand Oaks, CA: Sage Publications.

Best, J. W. (1970). *Research in Education.* Englewood Cliffs, NJ: Prentice Hall.

Bolton, K. (2004). World Englishes. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics*, (pp. 367-396). Oxford, England: Blackwell.

Björkman, B. (2008). 'So where we are?' Spoken lingua franca English at a technical university in Sweden. *English Today, 94, 24* (2), 35-41.

Black, B. (2008). *Investigating Non-Standard English in GCSE Level Students in England.* Paper presented at British Educational Research Conference.

Breiteneder, A. (2009). English as a lingua franca in Europe: an empirical perspective. *World Englishes, 28* (2), 256-269.

Christiansan, T. (2017). ELF-Oriented Attitudes to Learning English. *Lingue Linguaggi*, 21, 57-77.

Cogo, A. (2009). Accommodating difference in ELF conversations: A study of pragmatic strategies. In M.A & R.A (Eds.), *In English as a Lingua Franca: Studies and Findings* (pp. 254–273). Newcastle: Cambridge Scholars Publishing.

Cogo, A., & Dewey, M. (2012). *Analysing English as a lingua franca: a corpus-driven investigation.* London: Continuum.

Cresswell, J.W. (2007). *Qualitative Inquiry Research Design: Choosing Among Five Approaches.* Sage Publicaitons: California.

Cresswell, J.W. & Plano Clark, V. L. (2007). *Designing and Conducting Mixed Methods Research*. Thousand Oaks, Calif: SAGE Publications.

Crystal, D. (2003). *The Cambridge Encyclopaedia of English Language* (2nd Edition). Cambridge: Cambridge University Press.

Deniz, E.B., Özkan, Y., Bayyurt, Y. (2016). English as a Lingua Franca: Reflections on ELF-Related Issues by Pre-Service English Language Teachers in Turkey. *Reading Matrix: An International Online Journal*, *16* (2), 144-161.

Dewey, M. (2007). *English as a lingua franca: an empirical study of innovation in lexis and grammar.* (Unpublished doctoral dissertation). King's College, London.

Dewey, M. (2011). Accommodative ELF talk and teacher knowledge. In Archibald, A., Cogo, A., & Jenkins, J. (Eds.), *Latest Trend in ELF Research* (205-208). Newcastle: Cambridge Scholars Publishing.

Dewey, M. (2012). Towards a post-normative approach: learning the pedagogy of ELF. *Journal of English as a lingua franca, 1*(1), 141-170.

Elder, C., & Davies, A. (2006). Assessing English as a lingua franca. *Annual Review of Applied Linguistics, 26*, 282-301.

Etikan, İ., Musa, S. A., Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American Journal of Theoretical and Applied Statistics, 5*(1), 1-4.

Farghaly, A. (2018). Comparing and Contrasting Quantitative and Qualitative Research Approaches in Education: The Peculiar Situation of Medical Education. *Education in Medicine Journal*, *10* (1), 3-11.

Firth, A. (1996).The discursive accomplishment of normality. On "lingua franca" English and conversational analysis. *Journal of Pragmatics, 26*, 237–59.

Görlach, M. (1988). *Even more Englishes: studies, 1996-1997*. Amsterdam: John Benjamins.

Graddol, D. (2006). *English next*. London: The British Council.

He, D., & Zhang, Q. (2010). Native speaker norms and China English: From the perspective of learners and teachers in China. *TESOL Quarterly*, *44*(4), 769-789.

Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics: A practical introduction*. England: Palgrave Macmillan.

Higgins, C. (2003). "Ownership" of English in the Outer Circle: An Alternative to the NS-NNS Dichotomy. *TESOL Quarterly*, 37 (4), 615-644.

House, J. (1999). Misunderstanding in intercultural communication: Interactions in English as a lingua franca and the myth of mutual intelligibility. In C. Gnutzmann (Ed.), *Teaching and learning English as a global language* (pp. 73–89). Tübingen: Stauffenburg.

İnal, D., & Özdemir, E. (2015). Reconsidering the English language teacher education programs in Turkey from an ELF standpoint: What do academia, pre-service and in-service teachers think? In Y. Bayyurt & S. Akcan (Eds.), *Current perspectives on pedagogy for English as a lingua franca* (pp. 135152). Berlin: Mouton de Gruyter.

Jenkins, J. (2000). *The Phonology of English as an International Lang*uage. Oxford: Oxford University Press.

Jenkins,J., Cogo, A., & Dewey, M. (2011). Review of developments in research into English as a lingua franca. *State of the Art Article, 44*(3), 281-315.

Jenkins, J (2004). ELF at the gate: the position of English as a Lingua Franca. *In Proceedings of the 38th IATEFL International Conference* (pp. 33-42). Canterbury: IATEFL.

Jenkins, J. (2006). Current perspectives on teaching World Englishes and English as a lingua franca. *Tesol Quarterly, 40*(1), 157-181.

Jenkins, J. (2009). *World Englishes: a resource book for students (2nd ed.)*. New York: Routledge.

Kachru, B. B. (1985) Standards, codification and sociolinguistic realism: The English language in the Outer Circle. In R. Quirk and H. Widdowson (eds), *English in the World: Teaching and Learning the Language and Literatures* (pp. 11–30). Cambridge: Cambridge University Press.

Kaur, P. (2014). Attitudes towards English as a Lingua Franca. *Social and Behavioral Sciences, 118 (2014),* 214 – 221.

Karakaya, N. & Hatipoğlu, Ç. (2017). Attitudes of EFL Teachers in Turkey Context Towards Teaching English Varieties in Their Lessons. *Journal of Educational and Instructional Studies in the World, 7*(3), 41-49.

Ke, C. & Cahyani, H. (2014). Learning to become users of English as a Lingua Franca (ELF). How ELF online communication affects Taiwanese learners' beliefs of English, *System 46*, 28-38.

Kirkpatrick, A. (2006). Which model of English: Native-speaker, nativised or lingua franca? In R. Rubdy & M. Saraceni (Eds.), *English in the world: Global rules, global roles* (71-83). London, England: Continuum.

Kirkpatrick, A. (2010). *English as a Lingua Franca in ASEAN: The Multilingual Model*. Hong Kong: Hong Kong University Press.

Kramsch, C. (2014). Teaching foreign languages in an era of globalization. *The Modern Language Journal, 98*(1), 296-311.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Luo, W.H. (2017). Teacher perceptions of teaching and learning English as a lingua franca in the expanding circle: A study of Taiwan. *English Today, 129*, *33* (1), 2-11.

Mansfield, G.& Poppi, F. (2012) The English as a Foreign Language / Lingua Franca Debate: Sensitising Teachers of English as a Foreign Language Towards Teaching English as a Lingua Franca. *Profile: Issues in Teaachers' Proffessional Development*, *14*(1), 159-172.

Margiđ, B., & Širola, D. (2009). (Teaching) English as an international language and native speaker norms: Attitudes of Croatian MA and BA students of English. *The English International Language Journal, 5*, 129-136.

Mauranen (2007). 'Hybrid voices: English as the lingua franca of academics'. In K. Flottum (Ed), *Language and Discipline Perspectives on Academic Discourse (*243–59). Newcastle: Cambridge Scholars Publishing.

McArthur, T. (1987). The English languages? *English Today, 11* (2), 9-13.

Morrison, K.R.B. (2006). Sensitive educational research in small states and territories: the case of Macau. *Compare: A Journal of Comparative Education, 36* (2), 249–64.

Muyan, E., & Tunaz, M. (2017). Teaching ELF as a motivation source for learners: An action research study. *Journal of Language and Linguistic Studies, 13*(2), 71-81.

Önen, S. (2014*). Lexico-Grammatical Features of English as a Lingua Franca: A Corpus-Based Study on Spoken Interactions* (Unpublished doctoral dissertation). Istanbul University, Istanbul.

Patton, M. Q. (2001). *Qualitative research and evaluation methods*. Thousand Oaks: Sage Publications.

Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. London: Longman: Pearson Education.

Samarin, W. (1987). Lingua franca. In U. Ammon, N. Dittmar, & K. Mattheier (Eds.), *Sociolinguistics: An international handbook of the science of language and society* (pp. 371–374). Berlin: Walter de Gruyter.

Sato, C. J. (1989). A nonstandard approach to standard English. *Tesol Quarterly, 23*(2), 259-282.

Seidlhofer, B. (2001). Closing a conceptual gap: the case for a description of English as a lingua franca. *International Journal of Applied Linguistics, 11*(2), 133-158.

Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics, 24*, 209-239.

Seidlhofer, B. (2005). English as lingua franca. *ELT Journal, 59* (4), 339-341.

Seidlhofer, B. (2011*). Understanding English as a Lingua Franca*. Oxford: Oxford University Press.

Seidman, I. (2006). *Interviewing as Qualitative Research. A Guide for Researchers in Education and the Social Sciences*. Teachers College Press: New York.

Shetabi ,Y. & Rattanaphumma, R. (2017) A Study of Teachers' Awareness of English as a Lingua Franca (ELF) and an Analysis of ELF Features of Primary School Students' Writings at an International School in Bangkok. *The New English Teacher, 11*(2), 118-134.

Sifakis, N. & Sougari, A. (2005). Pronunciation issues and EIL pedagogy in the periphery: A survey of Greek state school teachers' beliefs. *TESOL Quarterly, 39*(3), 467-488.

Sifakis, N. C., & Bayyurt, Y. (2015). Insights from ELF and WE in teacher training in Greece and Turkey. *World Englishes, 34* (3), 471-484.

Sifakis, N. & Bayyurt, Y. (2018) ELF- aware teacher learning and development. In J. Jenkins, W. Baker & M. Dewey (Eds*.), The Routledge handbook of English as a Lingua Franca,* (pp. 456 -467). London: Routledge.

Strevens, P. (1980). *Teaching English as an International Language*, Oxford: Pergoman Press.

Sung, C. C. M. (2018). Out-of-class communication and awareness of English as a Lingua Franca. *ELT Journal, 72*(1), 15-25.

Sülü, A. & Kır, E. (2014). Language teachers' views on CEFR. *International Online Journal of Education and Teaching (IOJET), 1*(5), 358-364.

Taguchi, N. (2006). Analysis of Appropriateness in a Speech Act of Request in L2 English. *International Pragmatics Association. 16* (4), 513-535.

Timmis, I. (2002). Native-speaker norms and International English: A classroom view. *ELT Journal*, 56(3), 240-249.

Vettorel, P. & Corrizzato, S. (2016). Fostering awareness of the pedagogical implications of World Englishes and ELF in teacher education in Italy. *Studies in Second Language Learning and Teaching*, *6* (3), 487-511.

Yano, Y. (2001). World Englishes in 2000 and beyond. *World Englishes, 20* (2), 119-132.

Yin, R.K. (2011) *Qualitative Research from Start to Finish*. New York: The Guilford Press.

Wach, A. (2011). Native - speaker and English as a lingua franca pronunciation norms: English majors' views. *Studies in Second Language Learning and Teaching, 1* (2), 247-266.

Waniek-Klimczak, E., & Klimczak, K. (2005). Target in speech development: Learners' views. In K. Dziubalska-Koɥaczyk & J. Przedlacka (Eds.), *English pronunciation models: A changing scene* (229-249). Bern: Peter.

APPENDIX A

ELF Awareness Survey

Dear Colleague,

Currently, I am pursuing my MA in ELT at Bahçeşehir University, and as a part of my thesis on ELF (English as a Lingua Franca) awareness of non-native English language teachers, I am conducting an online survey.

Please be informed that your identity will not be revealed, and all the data will only be used for this study. Your participation is completely voluntary, and you may withdraw from the study at any stage you want. It will not take you more than 10 minutes to complete the survey.

If you need any clarifications, you can contact me via my email at

"yu.cigdem@gmail.com"

Thank you for your kind cooperation

Çiğdem Yılmaz Uzunkaya

Part A: Demographic Information

1. Institution:

☐ State university ☐ Foundation university

2. Age:

3. Gender: male / female

4. Native Language:

5. Degree:

6. How long have you been teaching English?

☐ First year ☐ 1 to 5 years ☐ 5 to 10 years ☐ more than 10 years

7. Would you prefer to participate in the interview? If yes, please write your e-mail:

_____

Part B: Evaluation of ELF utterances

Please rate the following utterances below (from 0 to 5) in terms of

'importance for classroom correction' (0=important to correct, 5= not important to correct)

'acceptability for international communication' (0=unacceptable, 5=acceptable)

'intelligibility for international communication'. (0= unintelligible, 5= intelligible)

'correctness' (0= incorrect, 5= correct)

1. She hate dogs.

a) important to correct 0 1 2 3 4 5 not important to correct
b) unacceptable 0 1 2 3 4 5 acceptable
c) unintelligible 0 1 2 3 4 5 intelligible
d) incorrect 0 1 2 3 4 5 correct

2. The person which I was talking to was my best friend's father.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

3. I go to the work very early.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

4. They study about engineering.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

5. I like pink colour.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

6. I want that we watch TV together.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

7. There are other reason.

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

8. He lives in London. Isn't it?

a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

9. She sued the company for racial discriminization.
a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

10. It looks not good.
a) important to correct 0 1 2 3 4 5 not important to correct

b) unacceptable 0 1 2 3 4 5 acceptable

c) unintelligible 0 1 2 3 4 5 intelligible

d) incorrect 0 1 2 3 4 5 correct

APPENDIX B

Interview Questions

1. What can you say about the role of English today?
2. Do you agree that English has a leading role as a means of communication and it is the lingua franca of today? Why/How?
3. How can you define the term *lingua franca*?
4. What comes to your mind when you hear the word Standard English?
5. Which variety of English do you prefer to speak? Why?
6. Which variety or varieties of English do you teach in your classes? Why?
7. What challenges can a teacher face if he/she teach ELF model instead of native speaker model? Why/ How?
8. Do you think that materials should be designed according to ELF-informed approach? Why?/ How?
9. What do you think about testing English in terms of ELF? Why/ How?

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Yılmaz Uzunkaya, Çiğdem

Nationality: Turkish (T.C.)

Date and Place of Birth: 20 March 1985, Ankara

Marital Status: Married

Phone: +90 505 931 40 43

Email: yu.cigdem@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BA	Kocaeli University	2007
High School	Medine Tayfur Sokmen High School	2003

WORK EXPERIENCE

Year	Place	Enrolment
2016- present	Istanbul Sehir University	EFL Instructor
2015-2016	Bilge Private High School	EFL Teacher
2012-2014	Balkanlar Private High School	Coordinator
2009-2012	Balkanlar Private Primary School	EFL Teacher
2007-2009	Kocaeli University	EFL Instructor

FOREIGN LANGUAGES

English (Proficiency), German (Beginner)

CERTIFICATES

2016: MUN (Model United Nations) Advisor

2015: Educational Technology Expert

2012: Teaching with Technology

2012: LLP (Lifelong Learning Programme)

2012: PCM (Project Cycle Management)

2011: Starting, Moving, Flying (Preparing young learners for the Cambridge ESOL Young Learner Exams)

2011: Funology (Teaching Pronunciation)

2011: Teaching Skills Effectively

2011: Student Coaching

2011: Drama for English Teachers

2007: English Language Teaching Certificate

PUBLICATIONS

1. Ören, A. D., Öztüfekçi, A., Kapçık, A. C., Kaplan, A., & Yılmaz Uzunkaya, Ç. (2017). Building awareness of World Englishes among university preparatory students. *International Online Journal of Education and Teaching (IOJET),* 4(4), 483-508. http://iojet.org/index.php/IOJET/article/view/245/217

2. Kapçık, A., Öztüfekçi, A., Ören, D. A., Kaplan, A., Uzunkaya, Ç. Y., & Mede, E. (2018). Mentoring University Preparatory University Students Through World Englishes (WEs)- Integrated Courses. In Dikilitaş, K., Mede, E., & Atay, D. (Eds.). *Mentorship Strategies in teacher education.* (pp. 77-96). IGI Global.

HOBBIES

Travelling, Technology, Cinema