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**EXAMINING IMPACT OF ELF-AWARE INSERVICE TRAINING ON  
BELIEFS AND AWARENESS OF UNIVERSITY INSTRUCTORS**

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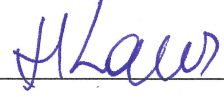
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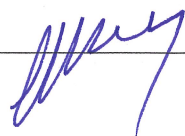
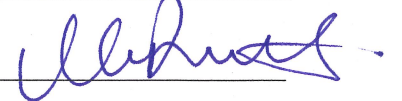
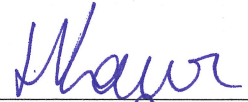
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## ABSTRACT

### EXAMINING IMPACT OF ELF-AWARE INSERVICE TRAINING ON BELIEFS AND AWARENESS OF UNIVERSITY INSTRUCTORS

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The aim of this study is to focus on how English language university instructors' awareness and beliefs changed after applying a 5-week training including ELF literature and different perspectives on ELF. Many linguists from different backgrounds and fields have researched English as a Lingua franca (ELF). Native (NS) and nonnative speakers (NNS) have shaped English by using Standard English while teaching their classes. In other words, NSs and NNSs tend to apply normative standards in their teaching methods. However, intelligibility is their common concern while communicating. Therefore, the purpose of this study is to explore how English language university instructors' beliefs and awareness of ELF change after receiving ELF-aware training. While analyzing the data, mixed methods were applied. The data tools included a focus group interview and knowledge of ELF questions in the questionnaire as qualitative data and a questionnaire, which was given as pre-training questionnaire, and a post-training questionnaire before and after training, was used as a quantitative tool. Accordingly, it was found that the awareness of ten English Language University Instructors changed after the training and they were able to talk about ELF terms.

Keywords: English as a Lingua Franca, Intelligibility, Nonnative Speakers, Varieties of English, ELF-Aware Training

## ÖZ

### EXAMINING IMPACT OF ELF-AWARE INSERVICE TRAINING ON BELIEFS AND AWARENESS OF UNIVERSITY INSTRUCTORS

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Bu çalışmanın amacı üniversitedeki İngilizce öğretmenlerinin farkındalık ve inançlarının ortak İngilizce dili edebiyatı içeren ve farklı bakış açılarının da yer verildiği 5 hafta süren bir eğitimin sonunda nasıl değiştiklerine odaklanmaktır. Birçok dilbilimci farklı görüş ve yerlerde İngilizce ortak dilini bu zamana kadar araştırmışlardır. Anadili İngilizce olan ve olmayan yerli konuşmacılar sınıflarda öğretirken standart İngilizce kullanarak İngilizceyi şekillendirmişlerdir. Bir başka deyişle, anadili İngilizce olan ve olmayan konuşmacılar standart dil kurallarını öğretme metotlarında kullanmaya eğilimlidirler. Fakat iletişim kurarken onların ortak kaygısı anlaşılabilirliktir. Bu yüzden, bu çalışmanın amacı İngilizce öğretmenlerinin öğretimde daha verimli olmaları için eğitilmeleri adına onların İngilizce ortak dil üzerine farkındalıklarını analiz etmektir. Veri analizi yapılırken grup röportajı ve anket içerisindeki İngilizce ortak dil eğitimine yönelik bilgi soruları kullanılarak nitel, eğitimin önce ve sonrasında verilen anket çalışması uygulanarak nicel metot kullanılmıştır. Veri sonuçlarına göre üniversitede İngilizce hazırlık bölümünde çalışan 10 okutmanın farkındalığının değiştiği ve ortak dil eğitimine yönelik konuşabildikleri belirlenmiştir.

Anahtar Kelimeler: İngilizce Ortak Dil, Anlaşılabilirlik, Anadili İngilizce Olmayan Yerli Konuşmacılar, İngilizce Çeşitleri, İngilizce Ortak Dil Farkındalık Eğitimi

To My family and Dear Husband

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## TABLE OF CONTENTS

ETHICAL CONDUCT .....	iii
ABSTRACT .....	iv
ÖZ.....	v
DEDICATION .....	vi
ACKNOWLEDGEMENTS .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
LIST OF ABBREVIATIONS .....	xi
Chapter 1: Introduction.....	1
1.1. Overview .....	1
1.2. Theoretical framework .....	4
1.2.1. Transformative learning.....	4
1.2.2. Post-normative approach .....	7
1.2.3. Multilingualism.....	8
1.3. Statement of the Problem .....	9
1.4. Purpose of the Study.....	10
1.5. Research Questions .....	10
1.6. Significance of the Study .....	10
1.7. Definitions .....	12
Chapter 2: Literature Review .....	13
2.1. Defining ELF.....	13
2.2. Empirical Research on ELF .....	13
2.2.1. Intelligibility and Comprehensibility of ELF .....	13
2.2.2 Varieties of English .....	14
2.2.3. Inner, Outer, and Expanding circle Englishes .....	15
2.2.4. ELF Pragmatics.....	16
2.2.5 Lexicogrammatical Features.....	16

2.2.6. Accommodation Strategies .....	17
2.2.7. Intercultural Communicative Competence (ICC).....	18
2.3 Empirical studies on ELF- aware pedagogy.....	18
2.3.1. Awareness of ELF speakers.....	22
Chapter 3: Methodology .....	24
3.1. Research Design .....	24
3.2. Setting and Participants .....	25
3.3. Procedures .....	29
3.3.1 Sampling .....	29
3.3.2. Data collection procedures.....	30
3.3.2.1. Evaluation of knowledge of ELF awareness questionnaire .....	32
3.3.2.2. Focus group interview.....	33
3.3.2.3 ELF Aware Training .....	33
3.3.3 Data analysis procedures .....	35
3.3.4 Trustworthiness.....	36
3.3.5 Reliability and Validity.....	37
3.3.5.1 Triangulation.....	37
3.4 Limitations .....	38
Chapter 4: Results .....	39
4.1. Introduction .....	39
4.2. Findings Related to the Research Question 1:.....	39
4.2.1. Comparison of knowledge of instructors before and after ELF-aware training.....	39
4.2.1.1. The knowledge about the role of English and ELF .....	40
4.2.1.2. Teaching ELF.....	47
4.2.1.3 Raising awareness after training .....	52
4.2.2 Comparison of ELF awareness before and after ELF aware training.....	54
4.2.3. Comparison of Evaluation of ELF Utterances before and after ELF aware training.....	62
Chapter 5: Discussion and Conclusions.....	65
5.1 Discussion of Findings for Research Questions.....	65
5.1.1 Discussion of findings of RQ1.....	65
5.2. Conclusions .....	66

5.3. Recommendations for Future Research .....	67
REFERENCES.....	68
APPENDICES .....	73
APPENDIX A: Evaluation of Knowledge of ELF Awareness Questionnaire.....	75
APPENDIX B: Focus Group Interview.....	78
APPENDIX C: Lesson (Instructional) Plan for training .....	79
APPENDIX D: Curriculum Vitae .....	83

## LIST OF TABLES

### TABLES

Table 1 Demographic Information.....	28
Table 2 Mean Scores of Teaching ELF Items in Part C.....	51
Table 3 Mean Scores of Teachers' Awareness Items In Part C.....	53
Table 4 Overall Means of the Items in the Questionnaire.....	56
Table 5 Comparison of Evaluation of ELF Utterances Between Pre-Training Questionnaire and Post-Training Questionnaire.....	64

## LIST OF FIGURES

### FIGURES

Figure 1 Distribution of the Responses of the Participants in Pre and Post-Training Questionnaire.....	58
Figure 2 Instructors' Pre and Post-Training Questionnaire Responses to Item 6.....	59
Figure 3 Comparison of Evaluation of ELF Utterances Between Pre and Post-Training Questionnaire.....	63

## LIST OF ABBREVIATIONS

ELT	English Language Teaching
ELF	English as a Lingua Franca
NS	Native Speaker
NNS	Nonnative Speaker
SPSS	Statistical Package for the Social Science
L1	First Language
EFL	English as a foreign language
ICC	Intercultural Communicative Competence
SLA	Second Language Acquisition

## Chapter 1

### Introduction

#### 1.1 Overview

Along with the proliferation of globalization, the role of English as an international language has remarkably increased as well. Crystal (1997) mentions that English is known as a global language. For instance, when you travel, English signs and advertisements are seen everywhere. If you go to a hotel in a foreign city, English is the common language to communicate with people. Moreover, a global language achieves a special role to be recognized in every country providing that other countries around the world have to take up that language. Thus, everyone tends to speak English somewhat, whether accurately or inaccurately, around the world. While native speakers try to use English according to standard norms, nonnative speakers may have difficulties with its alphabet and pronunciation. Therefore, especially for nonnative speakers with different first languages (L1) and cultural backgrounds, English has become a lingua franca (ELF). As DeBartolo (2016) highlights, the role of ELF provides some facilities. For instance, ELF speakers who are bilingual can develop connections and similarities between languages. Moreover, if the teachers and the students are aware of ELF, the role of a lingua franca in classrooms can be more related to motivation and flexibility since they are not afraid of making mistakes. Besides, when teachers are aware, they do not focus on pronunciation a lot while students speak. In short, ELF refers to a variety of Englishes and that makes people feel more comfortable while speaking compared to standardized norms. As Jenkins (2009) mentions in his book *Who speaks English today?* that ‘the English spoken in the Inner circle is said to be *norm-providing*, that in the Outer Circle to be *norm-developing* and that in the Expanding Circle to be *norm-dependent*.

Drawing on such a global role of English, it is essential that ELF theory needs to be examined in detail and the changing status of English needs to be underlined since the widespread use of English plays a major role on ELF. Since teaching and learning English can be different from applying standard norms, ELF also aims to demonstrate a different perspective to language teachers and learners in this field (Dewey & Patsko, 2017). For instance, teachers focus on usage of English more

accurately, whereas ELF awareness provides an alternative perspective that there are multiple varieties of English. Therefore, nonnative speakers may use English differently. On the other hand, definitions of ELF vary by linguists and researchers. Some of them define ELF as English as a medium of intercultural communication, whereas others call it English as an international language. As one of the prominent researchers in this strand, Seidlhofer (2005) defines ELF as being the means of communication among people from different first language backgrounds. Moreover, Jenkins (2009) emphasizes that NNSs whose linguacultural backgrounds are different use English as a lingua franca for communication. Besides, previous researches have revealed that the notion of “ownership of English” by native speakers has been questioned and undertaken to be investigated since English is a language which can be used in different countries with numerous accents or dialects around the world.

Hülmbauer, Böhringer, and Seidlhofer (2008) also define ELF as a contact language, and it is used functionally in intercultural communication rather than formally by its reference to native speaker norms. They indicate the fact that the number of nonnative speakers exceeds the number of native speakers by a large margin. ELF users are not necessarily dependent on native-speaker norms. On the contrary, they are capable of developing their own norms (Hülmbauer et.al., 2008).

Mutual understanding is essential. Firth (1996) described a lingua franca as making people aware of misunderstandings. When ELF has been spread, misunderstandings have started to be tolerated by nonnative speakers. The factors of misunderstandings can be identified as insufficient vocabulary knowledge and different L1 backgrounds. Moreover, grammatical infelicities are not seen to be as major as interactionally irrelevant conversations. Furthermore, Firth (1996) found out that the participants whose cultures are different might pretend as if they comprehend each other although the hearer is unfamiliar with the terms or phrases that the interlocutor uses. Additionally, participants continue to tolerate unusual usage. Besides, different nations may pronounce English in various ways. Therefore, misunderstandings tend to occur. Unless the participants do not comprehend what their co-participants mention, they need to react at that moment to prevent misunderstanding.



Current research on ELF involves a wide array of topics. While some researchers have studied ELF pedagogy, others have studied teachers' awareness, transformative learning theory, pragmatics, accuracy, spoken and written discourses, misunderstandings, and intelligibility in ELF. For instance, according to Sifakis (2007), educators need to be aware of the characteristics and challenges of ELF discourse. The reason why they need to be informed can be explained as helping them to adopt the right attitudes in their own classrooms. For instance, if instructors are aware of the diversification of ELF contents, they tend to be more patient and tolerant when they have interactions with language learners (Mikasa, 2013). Besides, teachers need to be aware of the variety of Englishes which are used in the world, such as Indian English, Spanish English or Chinese English. Since an ELF context requires varieties of English, which leads to different first languages spoken by numerous people, the number of teachers who work in a university or school increases also, and the learners will be able to interact with various English speakers. Therefore, English lesson plans may include Chinese English accents or other accents so that learners can comprehend the language and communication strategies even though English is not pronounced by a native speaker (American, British or Australian). In other words, Kachru (1985) pointed out that "acknowledging a variety of norms would not lead to a lack of intelligibility among different users of English". Hence, if language teachers are aware of ELF, awareness of learners becomes easier to spread in classes.

Therefore, exploring authentic ELF discourse, reading ELF bibliographies, and reflecting on the teachers' own feelings and reactions are likely to be achieved by changing and transforming their worldviews and perspectives about ESOL teaching. What is more, every teacher has their own beliefs and experiences, and after being trained, ELF teachers tend to become the *owners* of the new communicative and pedagogical paradigm for their learners (Sifakis, 2007). In other words, teachers may own a transformative perspective and integrate that framework in their teaching context (Bayyurt & Sifakis, 2015). Furthermore, learners might be familiarized with successful ELF interactions by their teachers. Hence, ELF users tend to communicate effectively and establish a shared affective space. This enables learners to communicate with other nonnative speakers (NNSs). According to Firth (1996), some of them create new ELF norms. Therefore, it can be understood that

ELF speakers are aware of their resources and abilities. If their interlocutor makes a linguistic mistake, they are supportive towards each other.

In short, this chapter introduces an overview of this study focusing on inservice teachers' awareness of ELF pedagogy providing a related theoretical framework. Subsequently, the chapter presents the statement of the problem, the purpose of the study and research questions. Operational definitions of certain key terms related to the scope of this study are also provided.

## **1.2. Theoretical framework**

**1.2.1. Transformative learning.** As Jenkins (2012) pointed out in her study, while determining ELF forms, contextual factors (phonological accommodation) may occur and lead ELF not to fit into existing frameworks, which is better. Shirazizadeh and Momenian (2009) discussed ELF since it tends to be influenced by the principles of critical applied linguistics and it is believed that ELF is a variety of English. Additionally, they mention the advantages and disadvantages of ELF. Thus, the relation of ELF and Transformative Learning Theory needs to be explained. If the varieties of English increase, the use of teaching and learning methods need to vary as well. In other words, new perceptions and methods become more useful for the learners and teachers since their needs and uses of the language will be different. Therefore, they need to change their methods or become aware of new varieties of English, which can lead to misunderstandings or unintelligible words in communication.

Freire (1970) is the founder of Critical Pedagogy and he has worked on critical literacy. According to Freire, the teacher may have difficulties while teaching in a native country if s/he does not have any experience, which shows a cultural dimension to language in an EFL class. Compared to EFL, the content of textbooks needs to be analyzed critically in ELF teaching. Unless the students are able to alter their lived experience into knowledge and apply that knowledge as a process of creating a new knowledge, they will not be able to act in a dialogue as a process of learning and knowing (Macedo & Freire, 2005). Besides, an ELF aware classroom is sure to pay attention to the fact of language, which is freed from the custody of nations and cultures when it becomes international. Therefore, teaching ELF can take place in a negative and positive way since all textbooks and materials are based on

British or American English, other nations tend to criticize the things that they learn in classes. According to Freire (1970), men and women are the models as a reality in the process of transformation in the world. He has never underestimated the role of class when he has analyzed the theoretical complexity of multiple factors. In addition, he rejected the factors of race, class, culture, language and ethnicity.

One theoretical framework called Transformative Learning Theory (TLT), which was constructed by Paulo Freire's (1970) and actualized by Jack Mezirow (1990) will be implemented here, and this study is going to be based on Mezirow's perspective. Firstly, Freire (1970) expresses this theory of transformative learning which he points out as consciousness-raising. Critical consciousness prompts students to analyze, ask questions, and take action on the social, cultural, political, and economic contexts which influence and shape their lives. Secondly, Mezirow (1990) has mentioned the importance of Transformative Learning Theory. According to him, a new meaning structure has been developed by the transformed meaning perspective. Centrality of experience, critical reflection, and rational discourse compose the three common themes of Mezirow's theory. These themes mostly focus on the psychological and cultural limitations of one's worldview. However, the aim of rational discourse is to promote mutual understanding among others. Since ELF is based on intelligibility and mutual understanding, transformative learning theory and ELF can be related to each other regarding this goal. In other words, communication is essential rather than standard norms and teachers need to be aware of different cultures and nations to apply theories and practices in their classes. They need to provide occasions for the students to be more creative with their knowledge. For instance, if students are provided some examples from their cultures or the lessons are not only based on the theories related to UK and USA, the students from each country can find ways to learn and adapt that knowledge into their learning which facilitates the learning process. According to Mezirow (1995), creativity and imagination are the most important factors in transformative learning. In short, actualization of the person can be done through liberation and freedom.

The reason for this is that, most EFL teachers adopt a predominantly native-speaker-oriented position, which focuses on accuracy, precision, and error-correction when teaching (Bayyurt & Sifakis, 2015).

One of the study found the following:

A defining condition of being human is that we have to understand the meaning of our experience. For some, any uncritically assimilated explanation by an authority figure will suffice. However, in contemporary society we must learn to make our own interpretations rather than act on the purpose, beliefs, judgments, and feelings of others. Facilitating such understanding is the cardinal goal of adult education. Transformative learning develops autonomous thinking. (Mezirow, 1997, p.5)

According to both theorists, reflection and dialogue are believed to be key elements of the learning process (Crowder, 2014). Transformative learning can be defined as fostering a democratic vision of society and self-actualization of individuals. According to Mezirow (1995), transformative learning occurs by integrating the implications of various worldview into adults' own worldview and enlarging it. Besides, Kuhn (1970) proposed the idea of *paradigm shift* and Mezirow (1995) was impressed by this idea while he was developing Transformation Theory. Kuhn (1970) described paradigm as being a set of concepts, beliefs, and methods of enquiry.

More recently, Sifakis (2007) emphasizes the importance of transformative learning since the teacher owns a facilitator role to help them “break down the hegemony of dominant interests” (p.364). Sifakis (2007) mentioned that several stages of transformative process are applied in which a variety of tasks are given to the participants to be responded so that the learners can bring their assumptions concerning that experience or problem to the fore and then critically reflect on and assess those assumptions. Furthermore, if participants engage in analytical and reflective discourse, transformative learning accelerates the participant's autonomy, self-learning and ultimately, empowerment. Besides, the participants need to be selected well so as to ensure group cohesion. In other words, learners need to assess assumptions critically in order to make reflective discourse effective and their arguments can be evaluated freely and objectively. Additionally, imagination and creativity are essential in transformative learning. Moreover, transformative learning provides teachers to become aware of the complicated issues, which are the implications for communication and pedagogy of ELF.

In short, if the teachers are educated and aware of both transformative learning and ELF context, they can become reflective teachers and raise their self-confidence as nonnative speakers (NNS) communicators since critical thinking and autonomous learning are emphasized in transformative learning. According to Sifakis (2007), not only the awareness of the relevant literature but also involving a seriously critical outlook and a reflective overview of past learning experiences and previous and current teaching are needed for a transformation to occur. In other words, he found the following:

Framework that enables teachers to become actively aware of the complicated issues that ELF research raises and their implications for communication and pedagogy. Throughout all phases of this process, participants are prompted to critically analyze and reflect and to become skillful participants in open and uncensored communication, dialogue, deep listening and networking with their colleagues. (Sifakis, 2007, p.366)

In short, this study takes up a transformative perspective which Sifakis defined in his article (2007). Entrenched assumptions and beliefs compose perspective transformation. Therefore, adopting training techniques, which are applicable to each individual teaching culture, is vital (see Nisbett 2003 and Mezirow 2004). Moreover, it is believed that notions of native-speakerism are deeply rooted in the minds of most NNSs operating in expanding contexts such as Turkey and Greece (Bayyurt & Sifakis, 2015). On the other hand, Hülmbauer, Böhringer and Seidlhofer (2008) frame ELF in the framework of multilingualism, which is considered as a partner language.

**1.2.2 Post-normative approach.** Language teaching tends to remain attached to a highly standardized notion of language English and language norms can be a challenge to the *post-method condition*. This method involves reflective thinking and the teachers are able to construct classroom-oriented theories of practice (Dewey, 2012). Therefore, ELF enables teachers to move beyond normativity. In other words, teachers may create their lesson plans regarding their students' needs including the differences between their nations and cultures. According to Dewey (2012), the notion of post-normativity requires communication and language. Sets of norms are not always essential while adopting an ELF perspective. Moreover, teachers may

select language norms when they want to apply them in their teaching contexts, which facilitate their developing a more rationalized, and informed perspective. This approach can be beneficial only if the teachers not only comprehend how to form, transform and maintain the identity of the language but also they need to be aware of differences in English. Teachers can also comprehend how language is modified to fit local uses when they are aware of ELF and post normativity approach. For instance, the amount of NNSs multiplies nowadays. Not only the teachers but also language learners are multilingual. Therefore, the need of being aware of these varieties arises. Besides, this study focuses on the awareness of English language teachers in order to compare their awareness by applying pre-training questionnaire and post-training questionnaire before and after training. The aim was to make them be familiar with this new post normative approach. Hence, post normativity approach might help language teachers to develop various available frameworks while they are teaching English. Therefore, they do not need to apply one perspective in their classrooms. However, they might select the most appropriate language norm for their learners' needs in their classrooms.

**1.2.3 Multilingualism.** Bilingual English Speakers are included in ELF conversations. Therefore, Jenkins (2015) mentions that ELF can be described as multilingual. Intelligibility and comprehensibility are affected by multilingualism since two speakers with different L1 backgrounds are in interaction, which may cause some difficulties in communication. Since 1990s, multilingualism has been developing (Jenkins, 2005). Criticisms of monolingual bias of traditional second language acquisition, SLA-based orientations caused multilingualism to occur. The users of English can be described as multicompetent users. In other words, ELF multilingualism is achieved in numerous kinds of interactions. Cogo (2012) has also highlighted interactions in a multilingual business context of a small IT company and the practices orientations and use of ELF and multilingual resources have been examined through observations, focus group interviews and recordings of naturally occurring interactions. However, languaging, translanguaging and crossing in ELF interactions have not been researched. ELF theory includes a nature and empirical work which can be named as multilingual nature (Jenkins, 2015). On the other hand, Seidlhofer has shed light on ELF interactions which are described as “consensus-oriented, cooperative and mutually supportive” (2001, p.143).

In short, ELF is accepted in a framework of multilingualism, whereas multilingualism within a framework of ELF. While the term multilingualism is preferred by some scholars, others use plurilingualism (Jenkins, 2015). According to DeBartolo (2016), plurilingual speakers are described as people who interact in highly flexible, variable and unstable linguistic contexts.

### **1.3 Statement of the problem**

The changing role of English has received an upsurge of interest by many researchers. In a similar vein, awareness of ELF has become essential since the varieties of English have increased in classes and the learners' needs have varied as well. Teachers may find a positive relation between an increase of language diversity and a loss of intelligibility. Since the students may own different L1 backgrounds, their difficulties in learning L2 may occur. Additionally, the learners may have difficulties in understanding each other due to L1 differences.

The problem of this research has started with the instructors who are not aware of the reasons, which cause incomprehensibility and unintelligibility in their classes. If they become aware, they will be more able to help their multilingual students. What is more, their cultural differences may not be a problem for teaching English. The problem is about the fact that instructors are not familiar with Arabic students' cultures and language at university. Arabic students do not speak neither English nor Turkish and when they try to speak in English, their words are not easy to comprehend by the instructors. Therefore, they have difficulty in both communication and teaching. These problems lead me to research on ELF awareness.

When two or more than three NNSs tend to learn English in the same classroom, the term of ELF occurs and it eases the communication when a NNS (nonnative speaker) tries to learn a contact language with the speakers who own a different language as a mother tongue. In short, the problem mostly occurs in multilingual classes where more than two different first languages are spoken since their needs and first languages are different.

Therefore, being aware of ELF is essential for NNSs if they teach a foreign language which is not their first language. However, as Bayyurt and Sifakis (2015)

indicated in their study, most of the teachers and researchers are confused since they are not sure how to integrate ELF strategies into their teaching. Due to the fact that the number of NNS students who learn or use English as a second language have increased in schools, their need of communication is essential among each other. Therefore, some studies have been conducted so as to prepare learners to communicate with other NNSs (Bayyurt & Sifakis, 2015). Besides, native speakers are seen as the most accurate users of English, whereas NNSs are likely to use Standard English. On the other hand, while communicative approach used to be preferred more, post-normative approach has become a new trend among language teachers. Therefore, language teachers need to be aware of ELF while they are teaching English in their classes since they might be multilingual.

#### **1.4 Purpose of the study**

This study has been conducted to explore teachers' awareness and beliefs to ELF in specific teaching context by training sessions, interviewing and applying a questionnaire in order to find out what they have already known in terms of ELF. Furthermore, the purpose is to raise in service teachers awareness. The study explores how they build up their understanding of ELF over a 5-week training program; and to what extent their beliefs and awareness differ after the training. As a result, participants needed to change their beliefs into 'ELF-aware' teachers in order to use their knowledge to the advantage of their learners.

#### **1.5 Research Questions**

This study is guided by the following question:

1. How do beliefs and awareness of English language university instructors' change after ELF-aware in service training?

#### **1.6 Significance of the Study**

The progress in ELF research has been noticed in only a few years. Debartolo (2016) emphasizes the gap between the perception of intelligibility of ELF items and importance of classroom correction, which need to be solved since most of the students in classes are NNSs whose first language is not English. However, they communicate via English or try to learn it with standard norms in an artificial



environment. Therefore, these speakers are called ELF speakers. Due to ELF being a recent topic and the number of NNSs increase, the researchers tend to pay attention on this term. There is a huge difference with the number of different L1 backgrounds teachers this year compared to previous years, which show that native speakers are not preferred more. Secondly, training is the procedure to compare their ELF awareness, which makes the research significant. Thirdly, the instructors have difficulty in understanding pronunciation of international students. However, this study had an influence on their awareness. The significance of this study is to make instructors be aware and use some ELF terms such as nonnativeness, varieties of English, and L1 background after the training.

Unless language instructors have knowledge in ELF context, this study may help them to be aware of ELF and they might teach English more effectively in their classes according to their students' needs. Thus, as a researcher of this study, I am interested in ELF awareness of nonnative English language university instructors since the variety of nonnative speakers in our university has influenced me to study on this topic.

## 1.7 Definitions

**EFL (English as a Foreign Language):** The difference between EFL and ELF can be indicated that EFL protects the quality of the language, whereas ELF protects the practicality of the language. In other words, the target language and its original native culture cannot be separated by teachers in teaching EFL (Deniz, Özkan & Bayyurt, 2016).

**ELF (English as a Lingua Franca):** While teaching ELF, detailed forms are not important. Therefore, teaching and learning it for communication and practical purposes are essential. Teachers pay attention to the functional purposes in ELF approach (Deniz, Özkan & Bayyurt, 2016).

**NS (Native speakers):** The native speaker is no longer a model speaker of World Englishes (WE) since the native speaker might even be handicapped in achieving communicative tasks in World Englishes. Besides, “A native speaker always has the upper-hand against a nonnative speaker as s/he knows all dimensions of the language such as culture, discourse, vocabulary and pragmatics” (Deniz, Özkan & Bayyurt, 2016, p.149).

**NNS (Nonnative speakers):** “NNSs are more communicatively competent in international platforms because it is an international setting and consists of mostly multilingual NNSs.” English is spoken by around 360 million native speakers which is only 5% in world population (Deniz, Özkan & Bayyurt, 2016, p.149).

**Standard English:** “Standard English belongs to native speakers but ELF belongs to the World” (Deniz, Özkan & Bayyurt, 2016, p.153).

**In - Service Teacher Education:** Being an in service teacher is being a university graduate, having extensive knowledge of ESOL pedagogy, being an experienced teacher or having at least one class where s/he is teaching English during the project’s life (Bayyurt & Sifakis, 2015).

## Chapter 2

### Literature Review

#### 2.1 Defining ELF

ELF has become a new global spread of English as a lingua franca (Mikasa, 2013). Dewey (2012) points out that ELF is used by speakers whose first language is not English. Besides non- native speakers mostly use English so as to facilitate their communication and be familiar with culture. On the other hand, according to Sifakis (2007), ELF is a preconception or a transformation of deeper beliefs about teaching, learning and communication. Koo (2009) confirms that the people whose first language backgrounds are similar tend to communicate among each other. ELF is also defined as a contact language by people who chose English to communicate even though they do not share any common culture and a native language (Firth, 1996).

On the other hand, functional effectiveness of ELF is used in intercultural communication. Besides, Costa (2016) has examined the way of notion of a global citizen constructed according to ELF, which helps produce students. Moreover, Dewey (2014) points out that when two or more linguacultural backgrounds use English as a contact language and any communicative situation occurs there, it is called ELF context. According to Jenkins, Cogo and Dewey (2011), ELF is defined as a contact language between people who have different native tongue and culture and for whom English is the chosen foreign language of communication. Phonology, lexicogrammar, pragmatics, linguistic flexibility and fluidity are explained in detail.

#### 2.2 Empirical Research on ELF

**2.2.1 Intelligibility and Comprehensibility of ELF.** According to most of the researchers, English as a Lingua Franca is mostly based on two terms, which are intelligibility and comprehensibility when nonnative speakers are in interaction. Pickering (2006) indicates the increase of the usage of English as an international language. Therefore, native speakers may not be seen in international interactions in English as much as non- native speakers. For that reason, intelligibility occurs when the listener is able to recognize individual words or utterances (Smith and Nelson, 1985). However, comprehensibility can be recognized if the listener is able to

comprehend the meaning of the word or utterance in its given context among non-native speakers. Besides, Gallego (1990) has shed light on the importance of intelligibility problems, which conceals potential comprehensibility issues. Furthermore, intelligibility is defined as interactional between speaker and interlocutor (Smith & Nelson, 1985). On the other hand, Pickering (2006) points out the factors of intelligibility, which are phonology, and the effects of accent. However, pronunciation has been reported as being the biggest source of loss of comprehensibility or intelligibility (Jenkins, 2002).

**2.2.2 Varieties of English.** Inequalities in World Englishes have become known with ELF term. As Pickering (2006) has shed light on the term, Worldwide Englishes have been divided into inner, outer and expanding circles. Besides, other researchers have also confirmed the reality of the knowledge of English, which is not a single variety. Pluralistic view of the English language, which acknowledges the existence of multiple standards in different contexts (Bartolo, 2016). Based on the extracts of study (Deniz, Özkan & Bayyurt, 2016), the answers and the perspectives of the participants related to culture, Standard English, the relationship between Culture and Language, ownership of English have been written. Although most of the teachers accept the variety of English, some of them still concern about the diversification of English in classes.

Sifakis (2007) has shed light on a transformative perspective and mentioned the disagreement among researchers due to the meaning and importance of Standard English. Dewey (2012) mentions the terms English as a Global language, World Englishes, and English as a lingua franca in his research. According to responses of the participants, outer circle countries in which there are many varieties of English possess their own grammatical, lexical, phonological and pragmatic conventions. Besides, some respondents define ELF as creative, whereas some of other respondents define it as systematic *regularizations*. On the other hand, the participants mentioned the irrelevance of ELF, which seems fanciful or an illusion lacking in substance. However, ELF is thought to be acceptable in theory. Additionally, raising teachers and students' awareness towards different varieties of English are considered beneficial and Standard English needs to be taught students by their teachers. If more practice-focused aspects of the study are considered, the participants tend to have distinct approaches to language. Furthermore, Standard

English is accepted as being valid and including fixed language forms. Additionally, all the language teachers need to be aware of not only the variety of English but also their similarities and differences (Dewey, 2012).

Lastly, Kachru (1985) mentions that providing that variety of norms is acknowledged, intelligibility may not occur among various different users of English. Shortly, most of the linguists support nonnative speakers and World Englishes rather than Standard English since the ownership of English can not be kept by native speakers (Widdowson, 1994).

**2.2.3 Inner, outer and expanding circle Englishes.** Kilickaya (2009) mentions the examples of Inner, Outer and Expanding countries. Firstly, England, USA and Canada, which are native English speaking countries, are accepted as Inner Circle. Secondly, outer circle countries which are former colonies are named as India, Africa and Nigeria and finally China, Japan and Turkey in which English has become a vital mean of communication to be used in various areas are included in Expanding Circle countries.

In contrast, the norms of English based in Inner Circle were not found interesting by Outer English speakers. Besides, Kilickaya (2009) also claims that people who own different language backgrounds tend to communicate via English due to being an international language, which makes it the best option. Additionally, the need of communication strategies have been arisen in order to allow our students to communicate across cultures when they are exposed to different accents.

For instance, Dewey (2012) has shed light on his research by giving the participants a questionnaire and they were asked to rate according to the importance of American English, British English, other Outer Circle varieties, Expanding Circle Englishes by using the scale from 0 to 5. Teacher knowledge, Varieties of English and Evaluation of English were also included in the questionnaire.

**2.2.4 ELF pragmatics.** In ELF context, another domain is pragmatics, which is as popular as other terms, which may be used inaccurately by most of the NNSs. Discourse strategies, are one of the branches in pragmatics. Koo (2009) was eager to examine the discourse strategies. For instance, expressions such as *like this* and *you know* were analyzed according to their functional uses. Moreover, dropping of the main verb *is* was also written to be examined in the list of the extracts. Therefore, he tended to be aware of cultural stereotyping of language codes and its varieties in his research. In other words, House and Rehbein (2004) confirm that ELF, which has no purpose to ruin multilingual diversity, was vital to enter into a relationship with other languages through code-switching and linguistic innovation. Moreover, ELF discourse is concerned so as not to misunderstand L1 interference (Sifakis, 2007). Additionally, rephrasing and repetition are considered as use of communication strategies.

Jenkins, Cogo and Dewey (2011) have discussed ELF domains and examined three linguistic levels, lexicogrammar, phonology and pragmatics in their research. It is aimed to examine lexicogrammar, phonology and pragmatics concluding with a discussion of very recent findings revealing ELF's linguistic fluidity and to research business and academic English where ELF has proved especially prevalent (Jenkins, Cogo & Dewey, 2011).

**2.2.5 Lexicogrammatical features.** Cogo and Dewey (2006) have investigated pragmatics and lexicogrammatical forms in their study. Spoken ELF communication, which is found in their research, includes either small talk interactions or informal meetings. As pragmatics, Cogo and Dewey (2006) have analyzed nonnative speakers by enabling them to have a dialogue in *the French wedding*. Besides, misunderstanding has been found the most frequent category in ELF pragmatics. As a result, backchannelling such as *uh, huh, yeah etc.* has an effect on the efficiency of the communication. According to Cogo and Dewey (2006), idiomatic expressions tend to be misunderstood by nonnative speakers who belong to different cultural backgrounds. Furthermore, their study demonstrated a strategy in ELF pragmatics that interactional features have been used by ELF speakers.

On the other hand, verbal and non-verbal differences, which are defined as divergence, maintenance and convergence, have been studied. The purpose of all of

three accommodation strategies to be used is to enable communicative efficiency and maintain integrity, distance and identity (Cogo & Dewey, 2006). Moreover, they have summarized the characteristics of ELF lexicogrammar in their study as dropping 3<sup>rd</sup> person present simple *-s*, confusing the relative pronouns *who* and *which*, omitting definite and indefinite articles where they are obligatory and failing to use correct forms in tag questions. Cogo and Dewey (2006) want to find out if there was a different occurrence with the feature of third person singular *-s* in both main and auxiliary verbs. They have also shed light on its use, which is widely dispersed. Additionally, findings reveal that L2 speakers tend to use third person zero rather than third person *-s*, whereas they are more likely to use third person *-s* when they communicate with L1 speakers. The reason why L2 speakers use the zero form is the expression of a proposition between two L2 speakers.

To sum up, Cogo and Dewey (2006) have pointed out that both pragmatics and lexicogrammar are fundamentally interconnected. In other words, lexis and grammar are likely to be changed by pragmatic motives. They concluded their research by mentioning the characteristic feature of ELF, which should be third person zero.

**2.2.6 Accommodation strategies.** Debartolo (2016) has emphasized in her research accommodation strategies which compose one aspect of ELF communication. According to Debartolo (2016), intelligibility is considered the most challenging in ELF. Therefore, she has highlighted that the gap between the teachers' beliefs of language and communication and the real communication in the global English world need to be reduced (Debartolo, 2016). Besides, communicative problems can be prevented by using repetition, paraphrase, simultaneous speech, backchannels, utterance completion and various clarification and confirmation checks. According to Debartolo (2016), repair strategies are useful for communication problems.

**2.2.7 Intercultural communicative competence (ICC).** The relationship between language and culture in intercultural communication through ELF has been accounted for being essential (Baker, 2015). Additionally, ELF tends to contain productive use of the concept of culture. Baker (2011) reveals in his study that participants, settings, purposes, linguistic and other communicative medium choices that are not neutral are included in communication. However, ELF has been thought as being culturally neutral. On the other hand, Baker (2015) investigates that the relationship between language and culture is inseparable. Intercultural communicative competence (henceforth ICC) enables language educators to be more aware of incorporating culture into language teaching in a systematic and detailed manner. In other words, ICC builds structuralist national language and culture correlations compose (Baker, 2015). However, it has been found out that clearly established relationships between a particular language and a particular culture may not be provided in lingua franca communication. On the other hand, Kramsch (1993) has revealed another point about the intercultural competence since it has been added as a *fifth skill* apart from the other four skills, which are listening, speaking, writing and reading. Additionally, the fact of culture has been clarified that it is the central part of intercultural communication and intercultural competence (Baker, 2015). Moreover, some suggestions of integrating culture and language into classroom practice have been noted. Firstly, exploring the complexity of local cultures, exploring cultural representations in language learning materials and exploring cultural representations in the media and arts both online and in more “traditional” mediums have been mentioned. Secondly, making use of cultural informants and thirdly engaging in intercultural communication both face to face and electronically have been noted (Baker, 2015). Lastly, ELF users have experienced the tension of the complexity of intercultural communication when they need to select, focus or a degree of simplification in their teaching.

### **2.3 Empirical studies on ELF- aware pedagogy**

Debartolo (2016) has conducted a small case study. The participants were all teachers who teach English to Italian University students. They were asked to evaluate seven ELF items on a set of scales, which were in the questionnaire. Twenty-two questionnaires were given. However, 18 were completed. Mixed method was applied by combining a quantitative and a qualitative approach. The purpose of



the questionnaire is to analyze teachers' knowledge and reactions to ELF data in language teaching. Additionally, Dewey (2011) has applied this questionnaire. Therefore, the structure of the questionnaire is based on Dewey's (2011) study. Not only the difference between perceived intelligibility of ELF items and importance for classroom correction of very items but also teachers' established beliefs and the purposes for using language functions have been highlighted a big gap. In other words, teachers need to be aware of the plurality of English today. ELF aware teachers tend to move away from an exclusive focus on a native English orientation.

On the other hand, Jenkins, Cogo and Dewey (2011) have conducted a study, which is based on mostly phonology, lexicogrammar, pragmatics and linguistic flexibility and fluidity. ELF and English Language Teaching have also been discussed in the study. They have focused on the way English operates in academic lingua franca settings. Two language areas which are ELF speakers' use of the progressive aspect and the expression *more or less* have been investigated in their study.

According to Sifakis (2007), education of teachers of English is essential. Therefore, the participants were educators and they were asked to respond to some questions about their interests, professional background in the questionnaire. There were two sessions, which were group sessions and training sessions. After the questionnaire, they needed to know each other by exposing them to extensive excerpts of authentic spoken ELF discourse, which was usually in audio form. The participants were asked to listen and transcribe the materials and write their thoughts and reactions on ELF discourse. After this session, they were to read selected articles on ELF. Moreover, they gained more comprehensive understanding of ELF issues. The participants need to discuss their beliefs about ELF among each other. Furthermore, asking the participants to reflect on video or audio recordings of their classes may help them to engage in process and premise reflection and they may be likely to be aware of their own perspectives about English and ESOL pedagogy (Sifakis, 2007). Lastly, he has applied five-phase framework, which is based on Mezirow's transformative adult learning paradigm in his research.

Deniz, Özkan and Bayyurt (2016) have also studied ELF pedagogy. They want to shed lights on the role of teacher education programs of pre-service teachers.

They applied a small scale study by using interviews and a questionnaire. Forty-two pre- service language teachers who were all fourth year students in English language teaching program participated in their study. On the other hand, open-ended questions on five ELF related topics were included in the questionnaire. The topics were dichotomy of native and non- native speaker teachers, knowledge of ELF and EFL, Standard English or World Englishes, cultural aspects in language teaching and ownership of English. Besides, semi structured interviews were recorded and transcribed and took 15 minutes. Lastly, according to their findings, the participants feel they belong to nonnative speaker group, whereas some of them reckon that there is no big difference between native and nonnative speakers. Moreover, great majority of the participants refuse to adopt ELF approach in their language teaching context. Instead, they tend to apply the norms of Standard English (Deniz, Özkan & Bayyurt, 2016).

Dewey (2014) has researched on teachers' perceptions of ELF. He applied a questionnaire where the understanding of teachers of ELF and related concepts were included. The purpose was to raise awareness of ELF. Additionally, he emphasized in his research that not only the teachers are adequate and responsible for developing practices in response to ELF but also practitioners need to be engaged to incorporate ELF in teachers' professional development (Dewey, 2014).

On the contrary, Seidlhofer (2005) analyzes ELF and defined English as being used and shaped by not only native speakers but also nonnative speakers. Additionally, she indicates that verbal exchanges in English tend to involve non-native speakers of the language rather than native speakers. As a result of her research, international intelligibility has not been found necessary through ELF.

Sifakis and Bayyurt (2015) have shed light on in-service ELF-aware teacher education with theoretical framework in which teacher takes a more proactive position. The term 'ELF- aware' is more preferred due to being autonomous ESOL practitioners who decide about their teaching contexts, whereas ELF or WE research are likely to 'dictate' (Sifakis & Bayyurt, 2015). Furthermore, they applied ELF-TED project with 32 teachers who registered online. However, 12 teachers succeeded to finish all phases of the project. Two sections, which are public section, and a restricted members-only section make the essential component of the project.

Besides, three phases of ELF-TED project, which are theoretical phase, application phase and an evaluation phase, were applied. On the other hand, ELF-TED syllabus, which contains 66 papers, would be incomplete. Thus, participants may direct their attention to the necessary parts of each paper and it is easier to arouse their curiosity. The aim was to engage the teachers in a critical self-analysis of their convictions about NNS interaction in English. In the second phase, they were asked to teach ELF-aware lesson plans for their own classes. Lastly, they observed their colleagues' lessons to engage in self or peer-evaluation of their lessons. On the other hand, two focus group interviews were applied, lasted approximately one hour, recorded, and transcribed.

Bayyurt and Sifakis (2015) which was about ELF-aware teacher education conducted another study. There were 2 phases in the study. Eleven teachers participated who were from Turkey and one of them was from Greece. Firstly, the teachers were asked to read excerpts from the published literature on ELF and respond some questions on which they might reflect. Secondly, they designed lessons and activities involving what they had learned about ELF. Finally, after they had recorded the lessons, they wrote their reflections by using their experience. The purpose was to make the teachers conscious about the importance of mutual intelligibility in interactions among nonnative teachers. Additionally, the perceptions of three nonnative secondary school English language teachers throughout the different stages were analyzed. The project lasted 8 months and every two weeks the teachers discussed their reflections in group meetings. Besides, online and face-to-face methods were applied. On the other hand, thematic and content analysis were used for identifying categories found in the data and the examination of the written, spoken and visual data in relation to the categories. However, Bayyurt and Sifakis (2015) have found out some problems while conducting the study. First problem was the transition from EFL to ELF aware lessons, which need to be done slowly since most people, might not be open to new perspective. Secondly, ELF-aware teaching materials were not adequate. Thus, the teachers were to design their own materials and activities.

**2.3.1 Awareness of ELF speakers.** Nonnative speakers or teachers are seen as the vital key of ELF context. According to Koo (2009), the purpose is to describe ELF use in global contexts. Discourse strategies of multilingual ELF users have been researched. The most important aim is to focus on mutual intelligibility and comprehensibility of ELF speakers. Achieving a certain level and degree of functional purposes need to be negotiated. The people whose native language is different from English are considered as a part of ELF. Koo (2009) mentions the work, which comprises face-to-face communication speech events of nonnative ELF speakers of English. Investigating the lexico-grammar and discourse of the spoken ELF corpus and establishing index of communication redundancy for a descriptive ELF model were essential. Furthermore, ELF speakers are known as people who adapt their communicative behaviors to accommodate their interlocutors, who are creative and resourceful and exploit their previous linguistic experience. Immigrant students were not only ones who used ELF while communicating with each other but they have also interacted with their teachers and friends who were multilingual (Costa, 2016).

Deniz, Özkan and Bayyurt (2016) focus on pre-service teachers' perceptions on ELF. They also mentioned varieties of English. Besides, native speaker is not seen as a speaker of World English. Deniz, Özkan and Bayyurt (2016) have also shed light on the necessity of gaining new paradigms and perspectives in language teachers' profession regarding teaching ELF. In their study, the participants were asked to choose the group they belong to. Additionally, the participants discuss about the communicative competence of native and nonnative speakers in international platforms. Plurilingual communication can be developed with the help of useful study of cognates in ELF (Debartolo, 2016). Moreover, using multilingual awareness and enhancing successful meaning construction can be the result of being nonnative speakers. Additionally, Debartolo (2016) points out that ELF speakers are able to move easily between codes and meanings. Therefore, ELF speakers can be called as flexible, dynamic and creative language users. Besides, the correlation between standard language norms and standard British English is perceived by most teachers. This reveals that the beliefs of the teachers need to be changed and they need to be engaged with an ELF oriented perspective since they tend to adopt classroom correction when it is needed. In other words, exposing teachers to a variety of social

contexts in which ELF is used can be a solution. DeBartolo (2016) emphasizes ELF aware teachers can become with a transformative perspective. Therefore, the beliefs of ELT teachers and the interaction of speakers in ELF contexts need to be resolved. Moreover, the perception of losing intelligibility spreads due to the increase of language diversity. Sifakis (2007) has also mentioned about the need of comprehensive education so that the teachers can judge the implications of the ELF phenomenon and adapt their teaching to the particular requirements of their learners. Dewey (2012) has also emphasized that English does not only belong to the native speakers but it also belongs to all people who use it.

On the other hand, ELF is considered as being in Global Englishes paradigm and it is used by non- native speakers (Jenkins, Cogo and Dewey, 2011). In other words, Clanfield pointed out the importance of non-native speakers, which has been mentioned in *Global* due to the global role of English. Furthermore, Jenkins et al., (2011) have indicated that ELF does not include a fixed language. Therefore, the characteristics of ELF need to be considered by the researchers since variability is challenging for ELF researchers. On the other hand, the correlation between ELF and intellectual discourse on globalization should be discussed since large-scale globalization includes the emergence of a globally diffuse lingua franca. In other words, ELF can be described as a globalized and globalizing phenomenon. To sum up, according to native norms, standardization of languages and one nation with one language are considered essential. However, second language teachers need to be more talented and tend to consider these norms. Sifakis and Bayyurt (2015) point out that nonnative teachers tend to integrate World English (WE) in their classrooms when they comprehend the validity and function of ELF varieties.

## Chapter 3

### Methodology

The primary goal of this study is to explore how English language university instructors' beliefs and awareness of ELF change after receiving ELF-aware training. Thus, the following research question guided this study:

1. How do beliefs and awareness of English language university instructors change after ELF-aware in service training?

This chapter presents a detailed description of the methodology part including the research design, setting, participant, data collection and analysis procedures, and trustworthiness.

#### 3.1 Research Design

This study embraces a concurrent mixed method design with an emphasis on qualitative data. As Ary, Jacobs, Sorensen and Razavieh (2010) state, concurrent design is one of the most appropriate mixed methods designs in which collecting qualitative and quantitative data separately and approximately at the same time are essential. Thus, concurrent mixed method design allows researchers to triangulate different data sources (Cresswell & Clark, 2006). This method is known in which researchers merge quantitative and qualitative data sets into one overall interpretation. The purpose is to comprehend the research problem. Concurrent mixed method is appropriate since questionnaire responses can be comprehended deeply by providing qualitative data and detailed assessment of patterns of responses are provided by statistical analysis. Ary et al. (2010) also note that the data sets are not used to analyze immediately, whereas inferences are integrated in interpretations by the researcher separately. Creswell (2014) also mentions that detailed views of participants qualitatively and scores on instruments quantitatively are provided in mixed methods.

In alignment with the concurrent mixed method design, this study utilized both qualitative and quantitative data. However, the primary data source was first qualitative, and then the quantitative data was used for triangulation purposes. The qualitative data was collected through knowledge of ELF questions and evaluation of

ELF awareness in pre and post-training questionnaire and focus group interviews are applied to analyze data. The quantitative data was collected through pre and post training questionnaire consisting of statements of ELF awareness.

Quantitative research methods was applied through pre and post training questionnaire (see Appendix A for Evaluation of Knowledge of ELF Awareness Questionnaire) which was given twice, once before the training and the second was given after the last training session. The questionnaire is called Evaluation of Knowledge of ELF Awareness Questionnaire (see section 3.4.2.1 for more detail). It was divided into four main parts: Part A: Demographic Questions, Part B: Knowledge of ELF questions, Part C: Statements of ELF awareness and Part D: Evaluation of ELF Utterances with eight utterances which of them are seen appropriate to be ticked by the participants.

In Part A, demographic questions require 11 sections. Part B requires Knowledge of ELF questions are open ended. In Part C, the statements on the questionnaire are ranked from *strongly disagree* to *strongly agree*. Since they are all same for each participant, the responses will allow the researchers to make meaningful comparisons related to the focus of the study. In part D, the utterances in spoken English on the following scales for correctness, acceptability for international communication, intelligibility for international communication and importance for classroom correction need to be ticked appropriately. The utterances in part D are based on Dewey (2011) in terms of the structure of the scale. By this way, the collected data will contribute to the purpose by providing objectivity.

A focus group interview in this study brings about qualitative research method features. It helps the researcher considerably that she could interact with the participants, draw comparisons between the responses to be gathered through the questionnaire and implications out of the interviews sessions. This method will provide exploration of the details and possible answers to the research questions this study is designed for.

### **3.2 Setting and Participants**

The study was conducted in English Language Preparatory School of a private university in the northwest of Turkey. The university was established in 2011

and has 3 main campuses. As of Fall 2017, as the time of data collection in this study, the number of enrolled students was 16.050. More than 590 students were enrolled in the preparatory school. International students are around 150 and the rest of them are Turkish students.

As for the specific setting in this study, 33 instructors are currently working in English Language Preparatory School. The number of foreign instructors are 10, 21 instructors are Turkish, one instructor is director and one instructor is Assistant of Director. An education counselling service provides consultancy services to preparatory program. The curriculum is based on levels, objectives, learning outcomes and demonstrations. The levels are A1, A2, B1 and B2. The students are to get 60 out of 100 to pass their levels. In addition, course maps are essential to follow pacing. Students go through an 8-week program according to course maps and they are assessed by two quizzes, one midterm, one writing portfolio and one speaking portfolio. Their goal is to improve students' competence and skills in English language at academic level.

A total of 10 English language university instructors, who are all non- native speakers, participated in the study. Prior to the study, they were all informed about the purpose and procedures of the study and then their informed consent was obtained to participate in this study. To get more insights into the participants, background information was also given at the beginning of the data collection. The background questionnaire involved questions about the participants' institution, age, nationality, native language, gender, graduate degrees and majors, educational background, teaching experience, languages they know (or speak) and international study or teaching experience abroad (see Appendix A for demographic information). Furthermore, these instructors are eager to learn something from ELF training and they are volunteers.

As can be seen in Table 1 below, the participants in this study are from a private university. The ages of the participants ranged from 23 to 34. Prior to this research study, they had been previously taught intensive English (25 hours a week) at a private University. In addition, 7 Turkish, 1 Russian, 1 Iranian, and 1 Algerian instructor participated in this study. This reveals that non- native speakers in this study are from different places around the world rather than only Turkey. Two of the



instructors are male and 8 of them are female instructors. Three instructors graduated from the Department of English Language Literature and 1 instructor from the Department of English Language Teaching (ELT). The other 6 instructors did their master on ELT or they are still working on their thesis. Moreover, almost most of them learned English in Turkey. As indicated in Table 1 below, 2 instructors have 10 years of experience, whereas 1 instructor has only 1 year of experience. The amount of experience also varies. For instance, 4 English language instructors had experience from 1 to 5 years, whereas 5 of them had 6 to 10 years' experience and it is his first year for one of them. As for the both native and foreign languages spoken by the participants in this study, 6 of them speak another foreign language while 4 of them do not speak any foreign languages. On the other hand, 6 of them have studied or lived abroad, whereas 4 of them were not able to live or study abroad. Moreover, 2 of the language instructors neither speak foreign languages nor have experienced or studied abroad.

Table 1

*Demographic Information*

Age	Nationality	Native language	Class taught	Gender	Graduate Major	Years of experience	Foreign language	International or Study abroad
P1	Turkish	Turkish	A1	Male	BA/Literature	1	Spanish	NO
P2	Turkish	Turkish	A1	Female	BA/ELT	1	NO	Poland (6 months for Erasmus)
P3	Iranian	Persian and Azeri Turkish	A2	Male	MA/ELT	8	Persian and Turkish	Turkey (1 year and a half)
P4	Turkish	Turkish	A1	Female	BA/Literature	10	German	Germany (1 year for education)
P5	Turkish	Turkish	A1	Female	MA/ELT	10	NO	NO
P6	Algerian	Arabic	A1	Female	MA/Literature	6	French	Turkey (2 years)
P7	Turkish	Turkish	A1	Female	MA/ELT (On thesis)	5	German	NO
P8	Turkish	Turkish	A1	Female	MA/ELT (On thesis)	5	NO	Poland (6 weeks) USA (3 months) for education
P9	Russian	Russian	A2	Female	MA/Literature	6	Bulgarian/Turkish	Canada (1 year for education/ Turkey (work)
P10	Turkish	Turkish	A1	Female	MA/ELT (On thesis)	2	NO	NO

### **3.3 Procedures**

In this section, the subsections of the study, such as sampling, data collection and analysis procedures, and trustworthiness are presented in details.

#### **3.3.1 Sampling**

With the aim of exploring beliefs and awareness of English language university instructors on ELF, purposive sampling was applied in this study. Therefore, English language university instructors were purposefully chosen as the samples and participants for this study. As Ary, Jacobs, Sorensen and Razavieh (2010) indicate, sampling enables to study a portion of the population rather than the entire population. Sampling types are divided into two headings, which are probability and nonprobability sampling. Probability sampling is conducted by selecting samples randomly, whereas samples are not chosen by chance in nonprobability sampling. Nonprobability sampling has some advantages which are economy and convenience. In addition, convenience sampling, purposive sampling and quota sampling are the major forms of nonprobability sampling. The most commonly described means of sampling in the qualitative methods might be purposeful sampling which can be referred as judgment sampling (Ary et. al., 2010). In purposeful sampling, surveys and interviews are provided and they are useful. With regard to that, I utilized purposive sampling since focus group interview was my data tool. The questions in interview were chosen in order to collect beliefs of instructors related to ELF. 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.” In other words, purposive sampling is appropriate while identifying and selecting information-rich cases for the most proper utilization of available resources (Etikan et al., 2016). Patton (1990) mention about 16 strategies for selecting information-rich cases. They are named as extreme or deviant case sampling, intensity sampling, maximum variation sampling, homogeneous sampling, typical case sampling, stratified purposeful sampling, critical case sampling, snowball or chain sampling, criterion sampling, theory-based or operational construct sampling, confirming and disconfirming cases, opportunistic sampling, random purposeful sampling, sampling

politically important cases, convenience sampling and combination or mixed purposeful sampling.

With regard to that, I utilized purposive sampling in this study since purposeful sampling which facilitates group interviewing and conducted with smaller groups (Patton, 1990). A homogeneous sampling was utilized since some particular subgroup in depth is the purpose of the study and “focus group interviews are based on homogeneous groups” (Patton, 1990, p.173). The participants with similar backgrounds and experiences are brought together in homogeneous sampling. Therefore, the participants were chosen as all English language University Instructors who have certain amount of background or schemata in ELT, which can be named as knowledge of foreign language or second language teaching, approaches that are used in ELT and teaching skills in this study. Therefore, 10 English Language University Instructors were chosen as the most appropriate participants for the study. My aim was to focus on maximum variation among participants to analyze their beliefs. To achieve my purpose, I chose 4 instructors who graduated from English Literature and 6 instructors who graduated from ELT.

**3.3.2 Data collection procedures.** The data collection tools in this study included the questionnaire named Evaluation of Knowledge of ELF awareness Questionnaire (see Appendix A) and focus group interview (see Appendix B). The Evaluation of Knowledge of ELF awareness provided both qualitative and quantitative data simultaneously, whereas focus group interviews constituted the qualitative data in this study. Below, more detailed descriptions of data collection instruments in the study are presented.

The data collection procedures in this study can be divided into 3 major stages: a) pre-training data collection, b) ELF-aware training itself, and c) post-training data collection. However, even before the study started, a pilot study was conducted to check the reliability of 16 statements in Part C of the questionnaire (see Data Analysis for the pilot study).

In the pre-training data collection stage, the participants filled in the questionnaire. It was applied in university. When the participants had break time, the questionnaire was given and they submitted those pre-training questionnaires on training day. The participants had 2 days to submit the questionnaire. After applying

the questionnaire as a pre-training questionnaire, 10 English language university instructors were asked to take part in a 5-week ELF-aware training once a week so that their beliefs and awareness before and after the training was observed.

The ELF-aware training took one hour in the first week and 45 minutes in the other four weeks (See Appendix C for lesson plan for training). I created all of the activities in lesson plan according to the five aims (phases) which were planned and prepared mainly drawing on Sifakis and Bayyurt (2015). Thus, as these researchers suggest, ELF-aware training should aim to enable language teachers to:

- Be familiar with the principles of ELF and WE in the first week,
- be prompted to form their own understanding of what these mean for their own teaching context in the second week,
- create whole lessons or individual activities on that basis in the third week,
- apply these lessons or activities in the fourth week
- and evaluate the impact of the lessons or activities for their learners, themselves and other stakeholders in the last week (Sifakis & Bayyurt, 2015).

The 5-week training schedule was arranged with 10 participants. Due to different schedules of the instructors, the researcher had to teach in two sessions a day. Two of them were able to participate in the morning session and 8 of them were able to participate in the afternoon session. Each session lasted around 45-60 minutes. Each week, the participants were asked to read several articles chosen on ELF and discuss on the topics, which were interesting for them. Besides, videos (with an inclusion of YouTube videos by David Crystal and British Council) (See Appendix C) in which linguists and teacher trainers presented their beliefs and awareness of ELF were provided to watch during trainings in order to help the participants become aware of ELF. Furthermore, class discussions were recorded and the participants were asked to work in pairs or groups.

At the end of 5-week ELF training as the post-training data collection stage, the participants were given the questionnaire again. After applying the questionnaire, the comparison between pre and post-test was analyzed in results section. As stated earlier, the aim was to find out if the beliefs and awareness of English language

university instructors changed after ELF aware in service training. In addition to the questionnaire, a focus group interview was also conducted after the training. The interview lasted 37 minutes and was audio-recorded. All 10 participants interacted actively in the interview and responded to the questions. In terms of conducting the focus group interview, the room was big enough to put 10 chairs in a circle in order to speak face to face with each other. The atmosphere was positive. After the interview was recorded, all the data was transcribed literally and appropriately. The responses of the participants were all coded and categorized. Additionally, the codes and the categories were indicated and while analyzing results, these codes were used to explain in detail.

*3.3.2.1 Evaluation of knowledge of ELF awareness questionnaire.* This questionnaire used in this study consists of 4 parts. Part A aims to collect demographic information about the participants and includes 11 questions about the participants' institution, age, nationality, native language, class taught, gender, educational background (undergraduate and graduate), foreign language, their personal experiences, and the amount of teaching experience. The purpose of these questions is to learn the background knowledge and personal details about the participants. The responses of the participants were shown in Table 1 above (see section 3.3 for more detail).

In Part B, the goal is to explore their previous beliefs and awareness on English and ELF and to compare the findings of their knowledge of ELF in pre-training questionnaire and post-training questionnaire. This section of the questionnaire contains 4 questions in relation to the participants' knowledge of ELF. These questions are mainly related to the role of English and ELF as well as teaching ELF in language classes.

In Part C, the goal is to explore their awareness of ELF with given statements and their beliefs on these statements were evaluated. This section includes 16 statements with regard to ELF awareness given in the form of Likert Scale. The questionnaire aims to elicit ELF awareness of 10 instructors. The participants are asked to rate each statement ranging from *strongly disagree* to *strongly agree*. Additionally, it aims to identify the participants' prior knowledge about the topic.

In Part D, the goal is to explore how participants evaluate the given ELF utterances. This section includes 8 utterances in English and the participants are asked to tick the category they find appropriate for their evaluation. These categories for their evaluation of ELF utterances are namely *correctness*, *acceptability*, *intelligibility* and *importance to correct*. Part D in the questionnaire was adapted from Dewey (2012). He analyzed each of 8 utterances according to 4 categories regarding their importance 1 to 4, whereas the participants of this study evaluated each utterance only once whether they found them correct, intelligible, acceptable or important to correct. Therefore, this was a difference while adopting it.

**3.3.2.2 Focus group interview.** Focus group interview was one of the qualitative data tools, which was used to collect data. After post-training questionnaire, focus group interview was conducted to explore how English language university instructors' beliefs and awareness of ELF change after receiving ELF-aware training. The interview took place with 10 English language instructors. They were asked nine questions during interview (see Appendix B for focus group interview questions). The questions are related to definitions of ELF, understanding NNSs of English, difficulties in understanding accents, influences of training on their teaching, implementing ELF notions in ELT, teaching methods in ELF, ELF used by various cultures, challenges while teaching ELF in class and positive feedback of introducing varieties in classes. The questions were prepared according to the questions in questionnaire since the purpose was to use qualitative data to be merged in quantitative data. The responses of the interview were interpreted in findings of knowledge of ELF questions in questionnaire.

**3.3.2.3 ELF-Aware Training.** Before training, the Evaluation of Knowledge of ELF awareness was collected from participants in order to arrange meetings and WhatsApp group was created. The trainings were on the 2<sup>nd</sup>, 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup> and 29<sup>th</sup> of November. Each week, articles, which are related to ELF, were brought to class, the videos of linguists were watched as an activity and class discussions were provided. In the first and second week of the training, the readings were based on theories of ELF.

In the first week, the instructors were invited to read ELF definitions by Seidlhofer (2005) and ELF basics by Hülmbauer, Böhringer, Seidlhofer (2008).

Additionally, they discussed the articles after they read. Secondly, powerpoint was presented and inner, outer and expanding circle and the figures related to them were shown them. Lastly, they were asked to watch two videos by David Crystal about world Englishes and Standard English (See Appendix C). Furthermore, some cookies were shared in class to encourage them for the training. Finally, at the end of first training, the participants asked the next session which revealed their motivation and desire to learn a new term.

In the second week, the participants watched a video which shows an Indian accent as a warm up. The aim was to remind them the varieties of English and keep the class alive. They were asked to read several readings of beliefs of ELF Teachers and intelligibility. After the readings, they watched two videos related to ELF. In addition to this, some biscuits were distributed as a gift.

In the third week, the aim was to demonstrate some ELF classroom videos and make the teachers aware of a new perspective, which was transformative learning was based on Mezirow (1991). They were asked to design a lesson plan to apply in their own classes. Therefore, the instructors were divided into pairs and they prepared a lesson plan in 15 minutes and they were more aware of the use of ELF in language classrooms. The discussion with their pairs was audio-recorded.

In the fourth week, the readings were related to ELF in classrooms and teaching ELF in language classrooms. The instructors were asked to read the teachers' reflections on their experiences when they applied ELF in their classes. Besides, they watched a video, which involved a lesson plan and the instructors, were asked to apply the lesson plans on ELF in their classrooms. In addition, they were asked to reflect their experience with other participants in the following session.

In the fifth week, the instructors conveyed their thoughts after their experiences in their classrooms. They were asked to fill in post-training questionnaire. Compared to pre-training questionnaire, they were able to write several things related to ELF and some of the statements were evaluated differently. In the end, the class was arranged and the researcher conducted a focus group interview and asked numerous questions to each instructor. Additionally, their responses were recorded and transcribed to be analyzed. Furthermore, a calendar was



distributed to the participants by the researcher as a prize of their performance and participation.

**3.3.3 Data analysis procedures.** Firstly, pilot study was conducted with 10 participants at the School of Foreign Languages in another university before the questionnaire on ELF awareness was utilized in the actual study. According to the results of the reliability statistics, the statements of ELF awareness (see Appendix part C) were found to be reliable to be conducted. In other words, Cronbach's alpha is 0,657 in pilot study.

Secondly, this study focused on both qualitative and quantitative research. The analysis of the questionnaire consisting of Knowledge of ELF questions and the interview, which was transcribed, were done through content analysis and data triangulation. The data from Part A: Knowledge of ELF and interview were combined while analyzing the results by using the evidence or the similar topics that the participants mentioned. This method is called data triangulation. Besides, critical observations about the data should be made and the findings, which are most relevant to the goals of triangulation, prioritize and findings from multiple data sources need to be combined (Yeasmin & Rahman, 2012).

Qualitative data is known as being more complex and multi-faced process compared to quantitative data (Winget, 2005). In qualitative research, all documents related to the research such as transcripts of interviews, written open-ended items on questionnaires, personal diaries, observation video tapes and different forms of documentation are included while analyzing the data. Additionally, content analysis is the most preferred technique in qualitative research analysis. Developing a valid framework in which it is possible to make reproducible inferences from the text can be one of the purposes of content analysis. Moreover, in content analysis several specific procedures need to be considered. For instance, deciding which parts of the communication are under analysis, the interviewer's beliefs, documentary material are essential for analyzing the data. Besides, text data derives coding categories. These categories need to be based on research questions.

Hence, firstly, the responses of the participants for knowledge of ELF in pre-training questionnaire were coded and then coded were categorized into themes. Additionally, the arguments were indicated. Secondly, the responses of the

participants for focus group interview were coded and categorized into themes. Afterwards, the codes and themes from each data were indicated and analyzed. The responses of the participants were given as excerpt after each argument. Their responses were transcribed and those excerpts were used while giving examples.

Therefore, content analysis was applied to recorded material which focus group interview in this study and thematic analysis was applied to identify categories found in data for the written responses in Knowledge of ELF part in the questionnaire. Mayring (2004) sheds light on content analysis and thematic analysis in detail. The arguments which were identified from the responses of the participants in post questionnaire were supported by giving examples from the responses of the participants in interview. Besides, the arguments were related to the codes, which were determined.

On the other hand, for the analysis of the quantitative data gathered from the questionnaire of statements of ELF awareness (see part C) in which Likert-scale was applied to investigate English language University Instructors' ELF awareness and the data was analyzed through SPSS (Statistical Package for the Social Science) program. Additionally, the themes of 16 statements were categorized into four themes, which are role of English, communication, teaching and teachers' awareness and then analyzed according to their themes. To analyze the statements of ELF awareness, Wilcoxon Signed-Rank Test on SPSS (Statistical Package for the Social Science) was applied to compare the differences between pre and post questionnaire results. In other words, Wilcoxon test can be used when two related groups are compared to one another in an outcome that is ordinal scale p value is to determine if the difference is statistically significant or if it is unclear. Besides, hypothesis decision is based upon p-value. The aim was to find out the awareness of EFL teachers. In short, Wilcoxon Signed Ranks test was applied since it was more convenient to compare two data sets collected before and after training.

**3.3.4 Trustworthiness.** Since this study is both quantitative and qualitative research, trustworthiness of the research needs to be defined. Although ELF was studied by numerous researchers, this study was conducted in a different country and it was applied with different nonnative speakers. Additionally, the duration of the trainings and interviews were written with the dates of the application while giving

examples and analyzing data after each excerpt. Shenton (2004) also mentions that transferability is essential for qualitative research and findings and conclusions belong to each study and it is not easy to apply it to other situations and populations since the participants and setting vary. Therefore, it can be said that my sample and this study are original in which data was collected by the excerpts from both Knowledge of ELF responses in questionnaire and supported by responses of the participants to the interview. This method can be called as triangulation strategy as data tool.

**3.3.5 Reliability and Validity.** This study was pilot tested. However, the findings of real participants tested by using SPSS and Wilcoxon Signed-Ranks Test which revealed that Cronbach's alpha is reliable compared to pilot study. The mean score of 6<sup>th</sup> statement which was diverse item was expected to be lower so that the data would be reliable and valid. According to the results, the means of pre and post training questionnaire were compared and it was obvious that the mean scores of the 6<sup>th</sup> statement were lower than the average mean scores and the other means of the statements. Therefore, it revealed the reliability and validity of this study. Besides, pilot study was conducted and the Cronbach's Alpha was over 0,6 which demonstrated that this study could be applied. Moreover, reliability statistics were analyzed again with real data and according to pre and post training questionnaire results. Cronbach's Alpha of this study was 0,873. It was higher than the result of pilot study. Hence, the reliability and validity were approved by applying SPSS.

**3.3.5.1 Triangulation.** "Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods" (Yeasmin and Rahman, 2012, p.156). In other words, multiple data sources are collected and cross-checked to evaluate the extent to which all evidence converges. Therefore, data collection of this study was provided by two sources to increase the reliability of the research. Not only the responses to the questions of the participants in the interview were used but also the comments on Knowledge of ELF in part B were collected to gain more knowledge on their beliefs. As Yeasmin and Rahman (2012) indicate that triangulation strategy is useful to minimize the inadequacies of single-source research and increase the validity of the study. Moreover, qualitative and quantitative resources, which are interview and questionnaire, were merged in this study.

### 3.4 Limitations

Since this study relied on English language university instructors of only one private university, the limitation was likely to occur. Besides, due to schedule conflicts of 30 participants, only ten instructors were able to be in pre and post-training questionnaire and ELF training session. Therefore, the results of this study only reflected the profile of that private university language preparatory program instructors' beliefs of ELF awareness after training and the results of this study might have differed in similar group or more participants of instructors in other institutions in Turkey. If five more instructors from different universities had been included, the results of the study might have been affected and showed some other variety.

Furthermore, the training was for 5 weeks. If the time was adequate, it would be more than 5 weeks and that might have changed the results. Compared to previous similar study (Bayyurt and Sifakis, 2015), this study included face-to-face trainings and interviews, whereas Bayyurt and Sifakis (2015) trained on online platform and asked the participants to read selections from the literature on global English. Besides, the responses of the participants are collected and discussed in an online forum. Their study lasted 8 months with 12 teachers. Therefore, the advantage of this study was to train and discuss ELF awareness and beliefs with 10 participants face - to - face. Elsewhere, Sifakis (2007) applied in 5 phases similar to our research focusing on transformative learning and teacher education. However, he mentioned the term as teacher education instead of training and he called educator for the person instead of trainer, which were major difference compared to my study.

## Chapter 4

### Results

#### 4.1 Introduction

This chapter presents the findings of the data analysis of a questionnaire and a focus group interview to answer the following research question:

1. How do beliefs and awareness of English language university instructors change after ELF-aware in service training?

The analysis of the dataset to answer the guiding question in this study yielded 3 major categories in terms of tracking the change in instructors' beliefs and awareness of ELF: their knowledge of ELF before and after ELF-aware training, ELF awareness before and after ELF-aware training, and evaluation of ELF utterances before and after ELF aware training. These findings are presented below with subcategories within each of these 3 major ones.

#### 4.2 Findings Related to the Research Question 1:

**4.2.1 Comparison of Instructors' Knowledge of Instructors before and after ELF-aware training.** In order to compare instructors' knowledge before and after training, the pre-training and post-training questionnaire and focus group interview were analyzed. A comparative analysis of pre-training and post-training questionnaire along with the focus group interview was conducted. The responses on knowledge of ELF in the questionnaire in part B and the responses for questions in focus group interview were merged and the findings were analyzed accordingly. While comparing the pre-training questionnaire and post-training questionnaire, a certain degree of difference between them was noticed. For instance, some of the questions in pre-training questionnaire were left empty, whereas all of the questions were answered in post-training questionnaire. In other words, there seemed to be a major progress for the instructors with regard to their beliefs after ELF-aware training. The responses of both questionnaire and interview demonstrated that the instructors became aware of ELF after ELF training.

*4.2.1.1 The knowledge about the role of English and ELF.* Most of the answers for the role of English were answered in both pre and post-training questionnaire. The first category includes instructors' comments on the knowledge about the role of English, which is a relatively general question to answer. The role of English was described as a world language by two of the participants, one of them mentioned it for academic purposes, three of them indicated the importance of English at school, and four of them mentioned English, which eases communication. Their pre and post-training questionnaire responses were not different since the question was related to general knowledge about English.

According to two of the participants, English plays a vital role in the world and four of the participants could not answer it, and four of the participants defined English as a communication tool in pre-training questionnaire. However, four of the participants mentioned English as a communication tool, three of the participants defined it as a common used language in the world and three of the participants mentioned that English plays an important and significant role for teaching in classes. In other words, it can be assumed that the participants agree on the role of English as an international language.

For instance, one of the participants was newly graduated from university at the time of the study and he could only answer the first question in the pre-training questionnaire. However, he provided responses to four of the questions in post-training questionnaire. His answers were essential compared to other participants since he did not have much experience. He mentioned the knowledge about the role of English below:

The role of English in our world today is important universally because it is the most spoken language nowadays. That is why it has to be taught in the best way for the speakers to use the language correctly. (Post-training Questionnaire Part B, November 29, 2017)

The participant above mentioned the role of globalization of English. The teachers play a vital role to teach and use the language correctly. In the classroom environment, it is important to focus on learners' needs and aims in learning the language. One of the participants explained ELF, which refers to teaching and learning English as effective definition of communication for different languages of

native speakers. According to one of the participants, English is the language of technology. It is used all over the world as common language. There are more NNSs than NSs. She mentioned more details related to ELF in post-training questionnaire, which shows the influence of training and the diversion of their responses between pre-training questionnaire and post-training questionnaire. Although one of the participants could not write anything in pre-training questionnaire, she remarked English as the most important source of communication in the world in post-training questionnaire. Following excerpt indicates her definition below:

English has used and spoken for ages so the role of English is very significant all over the world. (Post-training Questionnaire Part B, November 29, 2017)

On the other hand, one of the participants could not write anything in pre-training questionnaire, whereas she explained the terms in detail in post-training questionnaire. In her paper, she indicated that people use English as a common language to communicate all around the world and which is surprising that she defined English as being crucial for people to learn and use it in today's world. In short, the theme can be globalization and international language. Additionally, one of the participants was confused with the term ELF and EFL in the pre-training questionnaire. However, she was able to write at least one sentence about each question in the post-training questionnaire. She explained the role of English as a communication tool for both NSs and NNSs.

In the second question in part B, their beliefs of ELF were analyzed. The definitions of ELF are in diversity from their point of views. ELF was defined by the participants as a communication tool, used by mostly NNSs, existence of inner, outer circles or varieties of English. Their answers in post-training questionnaire demonstrated that their knowledge on ELF tended to be more than their responses in pre-training questionnaire. Participants were able to define ELF terms in post-training questionnaire, which they could not write before training. In pre-training questionnaire, 8 of the instructors could not respond to this question. However, 2 of the participants explained ELF as an international language and means of communication. On the other hand, all of the participants were able to respond to knowledge about ELF in post-training questionnaire.

Thus, the themes for role of ELF were found out. The difference of the communication between nonnative speakers and native speakers was mentioned by four of the participants. They wrote how the number of nonnative speakers increased. ELF was defined as a different dialect of English and varieties of English, different countries and cultures, as a common language, and being used by speakers whose L1 is not English. These findings revealed that they had the knowledge of the terms to define and their awareness started to change compared to pre-training questionnaire. Thus, it is understood that their beliefs started to change.

For instance, some of them could give an exact definition that is similar that we have mentioned in trainings, whereas the others explained in different ways in which they combined the definitions with their beliefs. Nonnative speakers have different cultures and L1 backgrounds. Therefore, their common language becomes English as a lingua franca. Participant 1 defined ELF as being a common language, which is used differently by speakers. The following excerpt from participant 1 indicates his definition of ELF:

Different culture in some different countries whose native language is something apart from English are having certain common points when they use English so it allows the speakers to use English in different ways. And this leads English into some specific changes as a language. (post questionnaire Part B, November 29, 2017)

Following excerpt indicates an example of a definition of ELF:

English as a lingua franca is spoken in many different countries. Thus, it has been affected and its properties had been adopted to fit the social, ethnic and cultural context where it is used. English as a lingua franca cannot be possessed by native speakers even though they generate it. (post questionnaire part B, November 29, 2017)

Other participants tended to define ELF as in the following excerpt by participant 7 below:

Actually, English as a lingua franca is using English as a tool of communication between two non- native speakers. This is what I read as a definition. (Interview, November 30, 2017)



One of the participants defined ELF as the way of teaching, learning and use of the English language as a common means of communication for speakers of different native languages. For the following instructor, awareness of different dialects and expressions by native speakers can be stated as the definitions of ELF. One of the participants mentioned that the reason why she could not write many things as answer in pre-training questionnaire was she did not have adequate knowledge on ELF. Therefore, she explained much more detailed in post-training questionnaire. She mentioned about ELF as becoming common with nonnative speakers.

The key words in the definitions of participants have been determined and some themes have been highlighted. Differences of L1 background, nonnativeness, accent variation, alphabet, and varieties of English can be categorized regarding to their responses. ELF was defined which is used by people whose L1 is not English since ELF has more speakers than EFL, it was stated that English has become a common language and the number of people who need to use English has increased enormously in recent years since NNSs started to alter the language according to their needs.

Firstly, L1 effect was mentioned many times by some participants and it causes difficulty in understanding NNSs. In other words, L1 effect can also depend on groups whom we communicate. Moreover, pronunciation is another problem in understanding NNSs. Three of the participants had difficulty in understanding nonnative speakers. The following excerpt by participant 7, 5 and 3 demonstrate the reasons of the difficulties in understanding nonnative speakers below:

... if I'm not familiar with the words ...L1 is an effect at that point... nonnative Turkish speakers ...have difficulty in understanding ... I may say that I have two elements one of them is context the topic ...and the other one is about their L1 which affects me ...(Interview, November 30, 2017)

I find it difficult to understand NNSs because their first language their mother tongue affect their second language for example like pronunciation they pronounce some words like their first language (participant 5, interview, November 30, 2017)

... Students' pronunciation mistakes but... I just don't ignore ... it's understandable ... I let them keep talking ... there is an effect L1 ...so we can not correct let them pronounce as they want as it is understandable.  
(Participant 3, interview, November 30, 2017)

On the other hand, communities and L1 effect were mentioned in the following excerpt by participant 2 below:

... lingua franca, we cannot omit L1 effect into L2 language learning like when it comes to English especially. And we need to be aware of the differences and the communities very big the non- native speaker communities so we should be aware of their effect on the language too...  
(Interview, November 30, 2017)

Secondly, nonnativeness or the difficulty in understanding NNSs was another theme. According to their responses, they had much more difficulty in understanding nonnative speakers due to diversity of pronunciation or accent while speaking English. The reasons why NNSs are misunderstood vary such as exposure to language, pronunciation, spelling mistakes, heavy accent or L1 effect. Three of the participants mentioned being exposed to language as a reason of misunderstanding in their speech. Not only exposure to target language but also pronunciation problems affect the way we understand nonnative speakers. Following excerpt by Participant 3 indicates this type of a problem:

... we do not understand ... we have not been exposed to ... South African English ... Nigerian or Canadian English ... compared to American or British English. I think we have not been exposing our use L1 being exposed to those rights of English ... (Interview, November 30, 2017)

... as long as we are exposed to language it's getting better for us to understand the language for instance instead of saying eh, three or tree eh, since she couldn't pronounce the sound 'r' tri, ... the more we had time with her I mean the more we understood her at that point it's all about ah, exposure. (Interview, November 30, 2017)

ELF is about different dialect of English. Every nation has its own unique phrases and expressions. It is becoming more common everyday with increasing number of English NNSs. (Post questionnaire part B, November 29, 2017)

Besides, L1 effect may depend on the nationality since Arab students use different alphabet. Therefore, it is much more difficult to comprehend their speech compared to Turkish students.

Can we also say that it might be about alphabet also because in these days we have similar difficulties with our Arabic students because they are using a different alphabet and even they can speak in a fluent way they may have difficulty in writing. (Interview, November 30, 2017)

On the other hand, varieties of accents, pronunciation or spelling mistakes may cause difficulties in understanding NNSs. One of the participants emphasized the importance of spelling. Due to Turkish language, which is written and read the same way, some of the learners may make mistakes while writing or speaking English. Therefore, spelling causes communication problems. Therefore, thirdly, spelling mistakes and alphabet differences were mentioned which cause difficulties in communication. All of the participants agreed with the excerpt above since they think that alphabet is a major problem for communication breakdowns.

Two of the participants gave examples from their experiences while learning Chinese. They had difficulty in pronouncing the letters since the consonants were different. Following excerpt is an example:

... Chinese language ... consonants like R and L ... They don't have that kind of consonants so there are lots of problems because in English R pronounced in different ways L pronounced in different ways so I think in that extent it will be hard for me to understand lots of words. (Interview, November 30, 2017)

Following excerpt indicates the problem in spelling:

... since Turkish language spelling may just read the way you write the same way you read, ...but in English it's not like that, ... so for Turkish learners they ...read some words strangely, once one student came to me and told me excuse me do you know what does jute mean, I checked the word it was *cute*. (Interview, November 30, 2017)

Another problem can be related to culture differences, which affect communication. Following excerpts indicates an example by participant 1:

Students don't have to speak English in the same way. The style of the students may vary and it is the most useful way to learn English. They are having some knowledge about their cultures besides learning English. That is great for a student I guess! (Post questionnaire, November 29, 2017)

Lastly, theme of varieties of English was found out to be dominant in the responses of the participants. For instance, one of them who is Algerian mentioned the expanding, outer and inner circle countries and drew that circle on her paper which was a significant awareness and showed that she acquired that knowledge. Thus, it is important for instructors to have an awareness of varieties of English. Participant 8 referred to ELF in terms of varieties and Englishes as in following excerpt:

ELF is a distinct variety of English in other words, it can be called as foreigner talk. Native speakers of different languages speak English in different ways to communicate. So we people don't have only one English but we have Englishes. (post questionnaire part B, November 29, 2017)

On the other hand, these participants defined ELF in focus group interview and supported what they have acquired related to ELF. Similar to their responses in post-training questionnaire, they mostly mentioned about the varieties of Englishes, nonnative speakers, standard norms, understanding of different accents or pronunciation difficulties, intelligibility, L1 effect and spelling mistakes in focus group interview.

For instance, four of the participants mentioned varieties, 4 of them mentioned NNSs, standard or NNS accent were emphasized by 2 of the participants. Besides, intelligibility, communities and mother tongue or L1 effect were the other themes. Following excerpt indicates the definition of NNSs who are known as users of ELF by participant 10:

Yes, I agree with her and in addition, eh, the way non- native English speakers use language is as important as the native ones. Actually, NNSs are more than NSs of English now. Therefore, we need to pay attention to NNSs the way using of English as well. That is what I understand. (Interview, November 30, 2017)

To sum up, there was a diversion of the beliefs of the participants between pre and post questionnaire after training which is inevitable.

**4.2.1.2 Teaching ELF.** In order to explore awareness of instructors on ELF, teaching ELF in classrooms was another term to be one of the findings discussed with the participants in both interview and questionnaire. The questions which are 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> in focus group interview, the fourth question in part B and 8th, 9th, 12th and 16th items in part C were related to teaching ELF. Firstly, 9 of the participants could not write anything in pre-training of part B, whereas 1 of the participants mentioned nonnative speakers norms of target language. However, in post-training questionnaire, participants were able to make more sentences and use terms related to ELF. The findings that they mostly mentioned were pronunciation, applying videos in class, diversity of accents in class, using course books as ELF tools, and raising awareness of students.

According to their interview responses for teaching ELF, the themes were implementing ELF in class, motivating and encouraging students when ELF is used in classes, and fluency is more important than accuracy, accent, and L1 background. If the teachers do not know L1 background of the students, this might be a problem to communicate and teach ELF in their classes. Thus, L1 background is very important since it has an influence on ELF. They were more interests in L1 background in terms of ELF. In short, most of the teachers became aware of ELF and

according to them, it might be either helpful and motivating for students or difficult to understand their accents due to pronunciation problems.

For instance, participants mentioned some ways of teaching ELF in classrooms such as focusing on using different lesson plans and course books. The findings collected from the data demonstrated that they were influenced to change their belief related to ELF teaching in class. The findings can be named as using some different ELF videos in classes, course books as a tool of ELF, and the activities can be modified according to lesson plans that they have learned in training sessions. On the other hand, one of the participants shared a negative feedback from her students when she made them listen to varieties of accents in one of her classes. Because the students could not understand what the purpose was to do it.

What is more, in focus group interview, lack of materials was a major problem related to teaching ELF. Some of the participants talked about implementing ELF in class activities such as adapting activities, which required ELF in textbook, listening activities or lesson plans. However, although we do not have adequate materials, we may find other ways. Following excerpts from participant 7 indicates materials or activities and our awareness while applying ELF in classes:

For instance, if you do a listening issue and this listening has a native pronunciation ...using some visuals...showing different ways of using English... we are limited to apply these things into our classes... to raise awareness it is helpful ... students need to figure it out by themselves ... (Participant 7, interview, November 30, 2017).

In ELF, should be integrated in ELT to create between theory and practice for example we can take the textbook and adapt it to our norm .... To expose them to some videos or audios spoken by different accents speakers this will like break the ice between the students and different accents. (Participant 6, interview, November 30, 2017)

Furthermore, insufficient materials cause another problem when ELF needs to be integrated in classes since all the coursebooks and curriculums are mostly designed according to American or British English norms. Therefore, it is difficult to be able to integrate ELF due to the power of big countries such as USA and UK. Following excerpt by participant 3 indicates this difficulty:

... for example I have never watched any movie or recorded made any south Africa or Canada or Nigerian or any other country that English is second language ...so most of the materials were exposed to American or British English not Australian or New Zealand English so therefore it is not in our control. (Interview, November 30, 2017)

Moreover, there are other negative views related to ELF such as the impossibility of integrating ELF in class activities and the causes. A few participants stated that curriculum developers are the people who change or decide about our class activities and textbooks as well. Therefore, it might be difficult to change lesson plans including ELF since it is not easy to control. Following excerpts from participant 3 and participant 2 demonstrate their thoughts related to this argument:

I think it is not our control, curriculum developers decide this since curriculum developers have standards. Everyone around the world is learning English I think it is actually trying to Americanize ... if we have different varieties English the way it is because we can not speak like native speakers. (Participant 3, interview, November 30, 2017)

I believe that at least they should know about the accents ... at least they should know the rules, they should know the system and we can just mention about it not so integrating about it ... (Participant 2, interview, November 30, 2017)

On the other hand, some of the participants mentioned about the advantages of introducing English varieties in classes as encouragement and motivation. The most common response is making the students feel confident. Additionally, the students should not be afraid of making mistakes. The students can learn from their mistakes

as following excerpts from participant 6 and participant 10 indicate the advantages of using ELF in class:

It is good to boost students' confidence and his awareness of varieties of English. It is ok to speak English the way you can as long as it is comprehensible. (Interview, November 30, 2017)

... I always emphasize I don't have a British accent or American you don't have to have it, it is good if you have it... I'm the teacher ... it is not our native language you can also make mistakes. Don't be ashamed to speak like a Turkish English speakers so I think it is very good for their motivation so they will feel more comfortable when they are speaking English I think. (Interview, November 30, 2017)

Additionally, some of the participants think fluency is more important than following norms. Therefore, using Standard English would be unnecessary in speaking. Following excerpt by Participant 10 demonstrated the importance of fluency while speaking:

In the exams of course we expect them to write using standard English but while speaking I would rather my students speak fluently instead of thinking ... my students speaks fluently it is better for me as long as I understand of course. (Interview, November 30, 2017)

In contrast, some of the participants are negative about ELF in classes. One of the participants was negative about ELF compared to other participants since she was feeling afraid to make students more relaxed, they would not care about their mistakes, and they might not improve English unless they were corrected as she summarized below:

May be I mean I agree with her but still I think we should be very careful about it because we will make students feel too relaxed about it and they will think ok I don't care I made a mistake or I can not pronounce the sound so I am not going to work for it like why would I? (Interview, November 30, 2017)



Another disadvantage of not using ELF in classes might be not having been trained before or not requiring prior knowledge on this topic according to 3 of the participants. Besides, the necessity of being knowledgeable occurred. Following excerpt from participant 10 indicates the disadvantage of not being knowledgeable on ELF:

It is the same that she just said. We don't have enough knowledge to be able to teach how can I teach Chinese English when I don't know anything about it so I think we need to be trained first then we can teach it in class. (Interview, November 30, 2017)

Table 2

*Mean Scores of Teaching ELF Items In Part C*

Teaching ELF							
ITEMS	PRE- TRAINING QUESTIONNAIR E		POST- TRAINING QUESTIONNAIR E		AVERAGE		PARTICIPANT S N
	MEAN	SD	MEAN	SD	MEAN	SD	
8. It is possible to teach English as a lingua franca in language classrooms.	3,8	0,78	4,3	0,67	4,05	0,35	10
9. Teaching ELF can help language learners become more efficient and communicative users of English.	4,2	0,63	4,3	0,82	4,25	0,07	10
12. It is possible to integrate ELF aware pedagogy in English language classrooms.	3,7	0,67	4,1	0,56	3,9	0,28	10
16. ELF aware pedagogy is important to address more realistic needs of English learners today.	3,9	0,73	4,3	0,48	4,1	0,28	10

According to the results in Table 2 above, 8<sup>th</sup> and 12<sup>th</sup> item demonstrate that teaching ELF in classrooms seems possible for the participants since they changed their answers from *unsure* to *agree* after training. In addition, as 9<sup>th</sup> item indicates, participants also believe that learners can become more efficient users of English if ELF is taught.

**4.2.1.3 Raising awareness after training.** The participants were also asked to indicate their thoughts about the change of the training on their beliefs after training in the focus group interview. Most of them did not have adequate information before. However, they mentioned that they learned more things related to ELF and they would try to use ELF in their classes after training. Following excerpt from participant 10 indicates the change of their knowledge:

... Before but I didn't think of applying it to our classes so that was new for me. I knew the concept ... and we can make our students aware of the different varieties of English as teachers I think we need to be aware of it but I didn't think of that our students also needs to be aware of it so that was new for me. (Interview, November 30, 2017)

Another theme *intelligibility* was stated by one of the participants. She was not aware of intelligibility. However, after training she was able to express her thoughts with the term as intelligible and she mentioned the importance of intelligibility. However, she used to think that standard accent was essential while speaking before training, whereas she became aware of different accent and varieties of English after training. Therefore, her previous belief was refuted. Following excerpt from participant 2 demonstrates how intelligibility can be influenced by accents:

Actually, before I didn't know that ... intelligibility because when you make American or British accent it should be intelligible...I know that now NNSs have the accent but they can be intelligible too ...they don't have the accent and I need to teach them how to speak ... But now I don't think like that. I think everybody has different kind of an accent but it does not affect intelligibility even but it affects intelligibility if there is a pronunciation mistake. (Interview, November 30, 2017)

Additionally, the instructors became more conscious and they mentioned the advantages of being aware of ELF in their lessons. Following excerpts from 2 instructors indicate that they are more conscious and would like to use ELF in their classes:

So yeah I'm now conscious about this ELF issue and I'm planning to make my students conscious too this topic. I mean yeah and I was then to not to be afraid of making mistakes in classes because I mean it is just their way of speaking English. (Participant 8, interview, November 30, 2017)

Before I didn't know EFL ELF sorry and now I will use as a tool for my lessons or and because I think it is good for learning different accents or different native NNSs accents. (Participant 5, interview, November 30, 2017)

One of the participants explained that she did not have to follow native norms in classes while teaching pronunciation in the following excerpt by participant 4:

I didn't know much about ELF before this session but now I'm aware that I don't have to follow native norms in the classroom especially while teaching pronunciation. (Interview, November 30, 2017)

Table 3

*Mean Scores of Teachers' Awareness Items In Part C*

Teachers' awareness								
ITEMS	PRE- TRAINING QUESTIONNAIRE		POST- TRAINING QUESTIONNAIRE		AVERAGE		PARTICIPANTS	
	MEAN	SD	MEAN	SD	MEAN	SD	N	
13. ELF awareness is essential for more autonomous and self-confident English language teachers.	4	0,81	4,1	0,73	4,05	0,07	10	
15. ELF aware teachers are more likely to become critical of their own practices and the role of language in their own context.	4	0,94	4,5	0,52	4,25	0,35	10	

As indicated in table 3 above, the participants agreed with 13<sup>th</sup> and 15<sup>th</sup> items before training, whereas the mean scores increased after training and showed that they were eager to be more ELF-aware teachers.

To conclude, most of the participants became more aware and conscious in the end compared to their beliefs and awareness before training. They could express ELF terms and they became familiar with varieties of Englishes. Although some of them were still supporting native norms, the purpose of the study was to explore how

their beliefs changed after training. Therefore, conducting this study and giving them opportunity to take part in training sessions were vital for 10 English language University Instructors to become aware of ELF after training.

**4.2.2 Comparison of ELF awareness before and after ELF aware training.** In the previous part, knowledge of ELF, which was the second part of the questionnaire, was analyzed by using responses collected from both post questionnaire and interview. On the other hand, statements of ELF awareness was the third part of the questionnaire which was analyzed by SPSS which includes various of tests to analyze. In the third part of the questionnaire, 16 items were included to be scaled according to the beliefs of instructors. Besides, the questionnaire was given twice. Therefore, in order to compare Statements of ELF awareness before and after ELF training, a Wilcoxon Signed-Ranks Test was applied by SPSS. The responses of the participants for 16 items were analyzed by comparing the results before and after training. Results of Wilcoxon Signed-Ranks test indicated that post-training questionnaire (mean rank = 8,50) was rated more favorably than pre-training questionnaire (mean rank= 0,00),  $Z = -3,531$ ,  $p = 0,001$ . In addition,  $p$  value which is essential for treatments is lower than 0,05 this study. What this means, essentially, is that this treatment is statistically significant and null hypothesis can be rejected. In other words, there was a significant effect of the treatment on the post-training questionnaire results.

Moreover, Table 4 is shown below with 16 items and their pre-training questionnaire mean and standard deviation results, post-training questionnaire and average results. It can be seen that all the results of 16 items changed after training. Besides, their mean results in post-training questionnaire are higher compared to pre-training questionnaire results.

According to Table 4 below, 16 items can be categorized in four categories such as role of English, communication, teaching ELF and teacher awareness of ELF. Firstly, the first 5 items are related to role of English. In contrast, since the sixth item is diverse item 'English needs to be taught according to native norms', it does not need to be categorized. Secondly, the 7<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 14<sup>th</sup> items are related to communication. Moreover, the 8<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup> and 16<sup>th</sup> items are related to teaching. Lastly, 13<sup>th</sup> and 15<sup>th</sup> are based on teacher awareness.

When the pre-training questionnaire and post-training questionnaire results are compared, it is understood that all of the responses of participants for 16 items have changed after training. The first of 4 categories is role of English. Item 1 and 2 which are the first 2 items are related to role of English and they are more general statements compared to other items. Therefore, the mean scores of these 2 items were higher than the other items. As can be seen in Table 4 below, the highest mean score belongs to Item 2, which is 'English is spoken in diverse ways around the world' (M=4,80, SD=0,14). Furthermore, Figure 1 below demonstrates the distribution of the responses of instructors in pre-training questionnaire and post-training questionnaire for all items. In other words, it can be noticed that much more people *strongly agreed* with Item 2 in post-training questionnaire compared to pre-training questionnaire. None of the instructors responded to this item as *Strongly Disagree*, *Disagree* and *Uncertain*. Indeed, 9 of the instructors responded *Strongly Agree* and only 1 instructor responded as *Agree* for this item in post-training questionnaire.

Table 4

*Overall Means of the Items in the Questionnaire*

ITEMS	PRE-TRAINING QUESTIONNAIRE		POST-TRAINING QUESTIONNAIRE		AVERAGE		PARTICIPANTS	
	MEAN	SD	MEAN	SD	MEAN	SD	N	N
	1. English is a global/ international language.	4,4	1,26	4,9	0,31	4,65	0,35	10
2. English is spoken in diverse ways around the world.	4,7	0,48	4,9	0,31	4,8	0,14	10	10
3. English has many varieties other than American, British and Australian English.	4,4	0,96	4,5	0,7	4,45	0,07	10	10
4. English is not about native speaker norms only but also shaped by nonnative speakers.	4,1	0,56	4,6	0,51	4,35	0,35	10	10
5. English is a means of communication among people with different L1 and cultural background.	4,5	0,7	4,8	0,42	4,65	0,21	10	10
6. English needs to be taught according to native norms.	3,2	1,13	3,4	1,35	3,3	0,14	10	10
7. ELF is a variety of English as a form of nonnative communication.	3,6	0,84	4,3	0,48	3,95	0,49	10	10
8. It is possible to teach English as a lingua franca in language classrooms.	3,8	0,78	4,3	0,67	4,05	0,35	10	10
9. Teaching ELF can help language learners become more efficient and communicative users of English.	4,2	0,63	4,3	0,82	4,25	0,07	10	10
10. It is possible to cultivate intercultural communicative competence through ELF.	3,9	0,73	4,3	0,48	4,1	0,28	10	10
11. It is possible to focus on intelligibility more than accuracy while communicating English.	3,7	0,48	3,8	0,63	3,75	0,07	10	10
12. It is possible to integrate ELF aware pedagogy in English language classrooms.	3,7	0,67	4,1	0,56	3,9	0,28	10	10

Table 4 (cont.d)

ITEMS	PRE-TRAINING QUESTIONNAIRE				POST-TRAINING QUESTIONNAIRE				PARTICIPANTS
	MEAN	SD	MEAN	SD	MEAN	SD	MEAN	SD	
	AVERAGE		AVERAGE		AVERAGE		AVERAGE		
13. ELF awareness is essential for more autonomous and self-confident English language teachers.	4	0,81	4,1	0,73	4,05	0,07	4,05	0,07	10
14. ELF awareness supports successful nonnative communication.	3,5	0,85	4,6	0,51	4,05	0,77	4,05	0,77	10
15. ELF aware teachers are more likely to become critical of their own practices and the role of language in their own context.	4	0,94	4,5	0,52	4,25	0,35	4,25	0,35	10
16. ELF aware pedagogy is important to address more realistic needs of English learners today.	3,9	0,73	4,3	0,48	4,1	0,28	4,1	0,28	10

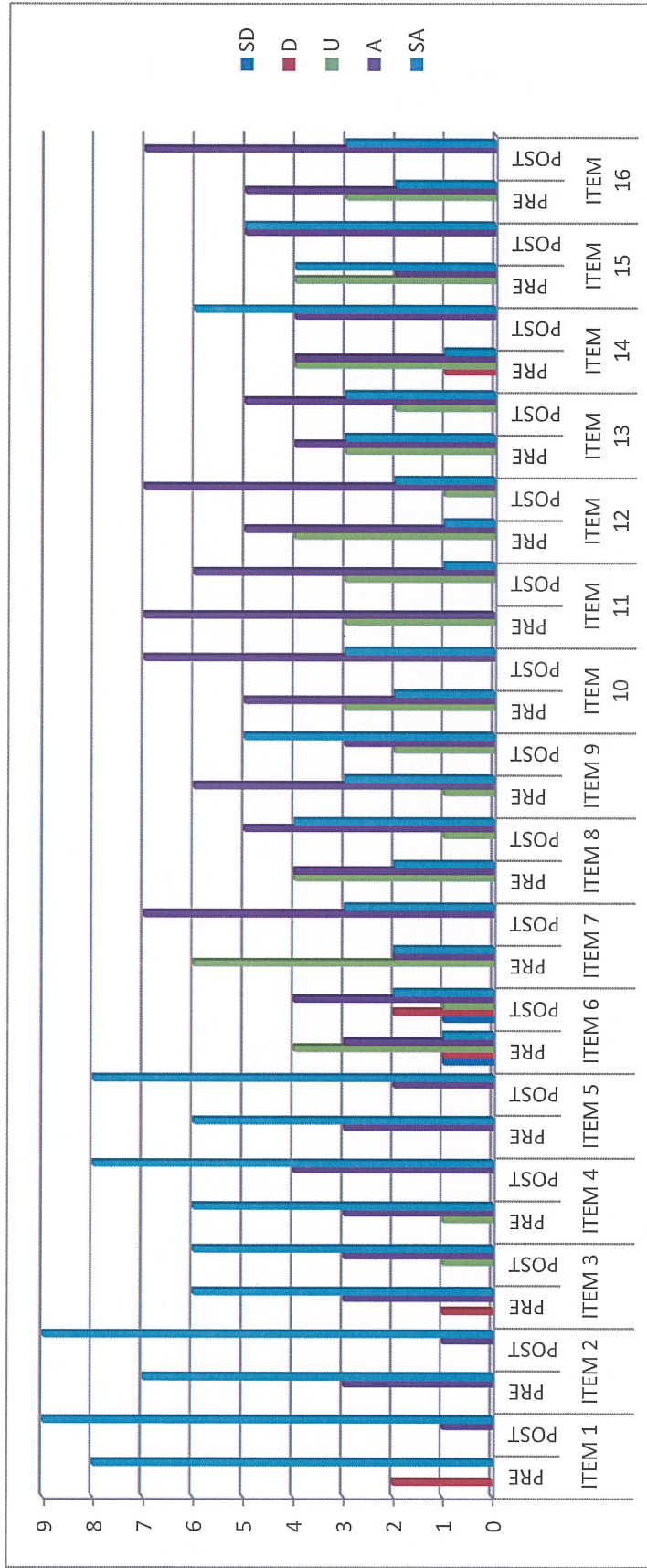


Figure 1. Distribution of the Responses of the Participants in Pre and Post-Training Questionnaire



On the other hand, the results indicated in Table 4 above that the lowest mean score belongs to Item 6, which is ‘English needs to be taught according to native norms’ (M=3,30, SD=0,14). Besides, the 6<sup>th</sup> item is diverse item which demonstrates the reliability of the questionnaire. In other words, if the participants all agree with the other 15 items, they need to disagree with the 6<sup>th</sup> statement in order to reveal the validity of the questionnaire. What our results show is that the responses of the participants are more reliable. According to results in Table 4 above, the lowest result belongs to the 6<sup>th</sup> item. In other words, pre-training questionnaire, post-training questionnaire and average results are the lowest: pre-training questionnaire result (M=3,2), post-training questionnaire mean result (M=3,4 ) and average mean result (M=3,3) reveal that participants were unsure while responding to this item. Furthermore, figure 1 above demonstrates the confusion of the participants for 6<sup>th</sup> item since all the likert scales were chosen while responding to this item. While 2 of the participants disagree in post-training questionnaire, 4 of them agree and 1 participant is unsure with this item 6<sup>th</sup>. Therefore, multiple different responses belong to 6<sup>th</sup> item, whereas the results of other 15 items were not as complicated as this item as they can be seen in Figure 1 above.

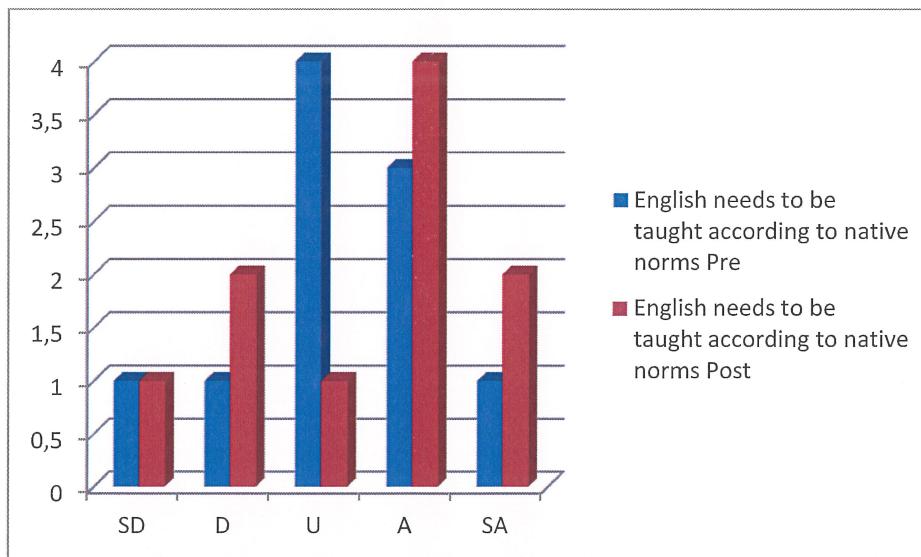


Figure 2. Instructors’ Pre and Post-Training Questionnaire Responses to item 6: English needs to be taught according to native norms

As indicated in Figure 2 above, Item 6 was responded *Agree* by 4 participants in post-training questionnaire and 2 participants chose to say *Strongly Agree*. Therefore, although the instructors had an ELF aware in service training, 6 English language instructors insisted on following native norms. On the other hand, 2 of the participants *disagreed* and only 1 participant both *strongly disagreed* and one instructor was *unsure* according to post-training questionnaire results. As it can be seen in figure 2 above, all responses to likert scale tended to increase in post-training questionnaire. However, unsure results decreased in post-training questionnaire which reveals that participants mostly become *agree* after training or *disagree*.

On the other hand, the second category is communication in which the item demonstrates a change between pre-training and post-training questionnaire is Item 7 'ELF is a variety of English as a form of nonnative communication'. According to Table 4 above in pre-training questionnaire M= 3,6, in post-training questionnaire M=4,3 which indicated a significant change. Additionally, it was chosen *unsure* 6 times in pre-training questionnaire, whereas no one was *unsure* in post-training questionnaire. It can be seen in Figure 1 above. The participants *agree* or *strongly agree* with 7<sup>th</sup> item in post-training questionnaire. In other words, the participants became aware of ELF after training and they believe that nonnative speakers mostly communicate with varieties of Englishes and it is called ELF. Moreover, although 10<sup>th</sup> and 11<sup>th</sup> item were related to communication, their mean scores did not increase sharply. As it can be seen in Table 4 above, M= 3,9 in pre-training questionnaire and M=4,3 in post-training questionnaire for Item 10 'It is possible to cultivate intercultural communicative competence through ELF'.

Apart from that, teaching was the third category among the items. In light of the results in Table 4 above, training was effective for the item 8<sup>th</sup> 'It is possible to teach English as a lingua franca in language classrooms.' *Unsure* was chosen 4 times, whereas 1 of the participants was *unsure* with item 8. It can be assumed that participants tend to use ELF in their classes or they may be introducing it and make their students be aware of it. Item 9 'Teaching ELF can help language learners become more efficient and communicative users of English' showed the results that there was not a major difference between pre-training questionnaire and post-training

questionnaire results since M=4,2 in pre-training questionnaire and M=4,3 in post-training questionnaire. In other words, most of the participants agree with the advantages of teaching ELF in classes to make students communicate in classes.

Finally, 13<sup>th</sup> and 15<sup>th</sup> items are related to teachers' awareness of ELF which is the last category. On the one hand, 3 participants were *unsure* with item 13<sup>th</sup> which is 'ELF awareness is essential for more autonomous and self- confident English language teachers' in pre-training questionnaire results. However, *unsure* was chosen twice in post-training questionnaire. On the other hand, 15<sup>th</sup> item which is 'ELF aware teachers are more likely to become critical of their own practices and the role of language in their own context' shows the sharpest change between *unsure* and *agree*. Table 4 reveals that M=4 in pre-training questionnaire, whereas M=4,5 in post-training questionnaire for item 15. Additionally, the results indicate that *unsure* was chosen four times in pre-training questionnaire, whereas no one was *unsure* in post-training questionnaire. They mostly *agree* or *strongly agree* with this item. It can be interpreted that the participants may tend to criticize what they know about English.

As a result, most of the participants change their beliefs in positive or negative way towards ELF since they are aware of this new term. In other words, the aim was to raise awareness and change their beliefs after training even if they may not use ELF in classes. However, most of them may try to apply new methods for varieties of Englishes in their classes. The results also demonstrate that they agree with most of the statements except 6<sup>th</sup>, 7<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> items after training which are stated in Figure 1 above.

statement, 'I didn't finish reading the book yet' was evaluated as *important to correct* by 5 of the participants and was found intelligible by 1 person in pre-training questionnaire, whereas 1 person thought that utterance needed to be corrected and 5 participants thought it as intelligible in post-training questionnaire. Most of the teachers found the sixth utterance, 'In my country everybody have to do military service' more incorrect than the other utterances in pre-training questionnaire since 6th utterance was found intelligible by 3 of the participants and important to correct by 6 participants in pre-training questionnaire, whereas 6 of the participants found it intelligible in post-training questionnaire and 3 people evaluated it as important to correct. Therefore, it can be assumed that accuracy was ignored in post-training questionnaire compared to pre-training questionnaire results. In short, according to the results of post-training questionnaire, except important to correct, most of responses changed compared to pre-training questionnaire results. Besides, remarkable change can be seen with importance of correctness. Although total number of times that they were chosen for important to correct was 26 in pre-training questionnaire, it reduced to 7 in post-training questionnaire with a striking contrast. It can be said that after ELF training teachers' beliefs turned into intelligibility or acceptability rather than accuracy.

problem as me' was found intelligible 3 times in pre-training questionnaire. However, as indicated in table 5 below, it was found intelligible 7 times in post-training questionnaire. Therefore, it can be indicated from the post-training questionnaire that ELF awareness had been arisen and intelligibility was more essential for participants. Nonetheless, the 4<sup>th</sup> utterance was found important to correct 5 times in pre-training questionnaire, whereas no one needed to correct the utterance in post-training questionnaire after training.

On the other hand, the first utterance was evaluated as acceptable once in pre-training questionnaire. However, it was evaluated as acceptable by 6 participants in post-training questionnaire. The accuracy mistakes were considered as unimportant in post-training questionnaire according to the results. For instance, the seventh

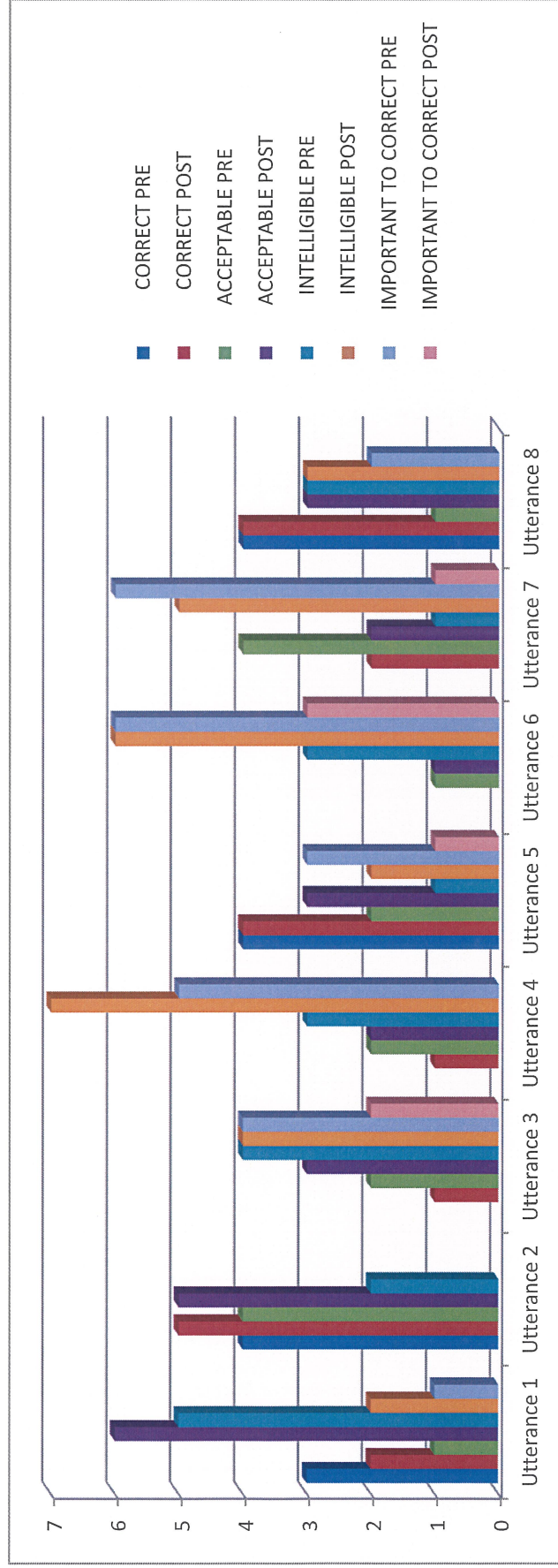


Figure 3. Comparison of Evaluation of ELF Utterances Between Pre and Post-Training Questionnaire

Table 5

*Comparison of Evaluation of ELF Utterances Between Pre-Training Questionnaire and Post-Training Questionnaire*

	PRE-TRAINING QUESTIONNAIRE			POST-TRAINING QUESTIONNAIRE		
	CORRECT	ACCEPTABLE	INTELLIGIBLE	CORRECT	ACCEPTABLE	INTELLIGIBLE
1. We need to discuss about the problem	3	1	5	1	2	2
2. Last summer I was happy because I finally took my driving license	4	4	2	5	5	
3. I enjoy listening classical music	2	2	4	4	1	4
4. My sister has same problem as me	2	2	3	5	1	2
5. Pollution is a major issue and a big problem for the nature	4	2	1	3	4	2
6. In my country everybody have to do military service	1	1	3	6	1	6
7. I didn't finish reading the book yet	4	4	1	5	2	5
8. It's difficult to know how to draw the limits	4	1	3	2	4	3

## Chapter 5

### Discussion and Conclusions

#### 5.1 Discussion of Results for Research Questions

The main purpose of this study was to explore how English language university instructors' beliefs and awareness of ELF change after receiving ELF-aware training. After applying training, some changes related to beliefs were noticed according to the results. Therefore, ELF awareness training played a major role to lead to some changes in beliefs. At the beginning of training, the instructors were not aware of ELF. However, after training they could discuss and use new terms in the interview which demonstrate the change.

**5.1.1 Discussion of results of RQ1.** The aim of this study was to raise English Language University Instructors' awareness and to compare their beliefs how they have changed after ELF training. According to the results of questionnaire and interviews, it is obvious that engaging the instructors with ELF literature helped to draw their attention to ELF-related concerns. Additionally, similar to Sifakis and Bayyurt (2015) project, most of them were able to explain the role of the standard varieties of English, the role of native and NNSs in various communicative contexts, the issue of the ownership of English by its different users, the function of intelligibility in NS and NNSs interactions after ELF training.

From this perspective, this study succeeded in not only helping instructors be familiar with the complexity of the ELF construct but also instructors are able to personalize it for their own teaching context. What I have found so far from this study is that English language University Instructors have changed their awareness and beliefs after ELF training and they were able to discuss on ELF context in focus group interview, whereas they could not write anything on pre questionnaire related to ELF at the beginning of the training. Moreover, it can be understood from their responses both from interview and post questionnaire that they transformed their perspective by saying that they do not need to correct all of their students' mistakes, which are caused of using wrong English since they are ELF-Aware teachers. Most of them found out that training has an effect on instructors' beliefs when they were asked during the interview.

First of all, it has been all English language university instructors changed their beliefs and awareness of ELF after training. According to findings, trainings and classroom discussions were effective. Classroom discussions during the training play a major role in shaping instructors' beliefs since they were in interaction and when they hear comments of their colleagues, they tend to exchange their knowledge and brain storm. When they answered questions, they listened to each other and added more information related to the topics. They were able to mention intelligibility, L1 effect, nonnativeness, spelling, varieties of English, native norms, and pronunciation after the training when they were asked to answer ELF terms in interview and knowledge of ELF questions after training.

Secondly, during training, they were interested in ELF-related articles and they were eager to answer my questions. Moreover, the videos were interesting for them. After reading articles and watching the videos, they were able to make comments on varieties English, intelligibility and standard norms. Therefore, authentic materials were useful to raise their awareness. On the other hand, the findings suggest that there needs to be more training so that teachers can apply ELF in their classes more effectively. Some of the teachers criticize the limit of the time for training. Additionally, some of them did not change their beliefs on native norms and the 6<sup>th</sup> item in the statements of ELF awareness revealed that they were unsure about English needs to be taught according to native norms. Most of them agreed with the statement.

To sum up, the findings of this research question reveal that English language university instructors' awareness and beliefs started to change and they were mostly shaped during the trainings and classroom discussions.

## **5.2 Conclusions**

The present study has been designed to investigate how English language university instructors change their beliefs after ELF training. The investigation has shown that instructors were not aware of ELF. The most significant result to emerge from this study is that. In the data analysis process, it has also been seen that there is a strong effect of training on instructors' beliefs. During training courses, participants were exposed to a variety of ELF contexts.



Moreover, this study confirms results of previous studies (Debartolo,2016) which focused on motivation of teachers so that they can apply ELF teaching approach in their classes and makes their teacher not only be more aware of ELF but also be well informed about some properties of ELF (Dewey, 2012). However, they focused on one property of ELF, either evaluation of ELF or interviews or observations and training. On the other hand, this study combined both questionnaire and interview data and the results were analyzed accordingly. Responses were analyzed through SPSS, interview and knowledge of ELF questions were transcribed, and content analysis was done. Therefore, methodology of this study was richer than the previous studies.

### **5.3 Recommendations for Future Research**

This study was conducted with a small sample in which there were 10 participants. Therefore, it can be suggested replicating this study with more participants. Secondly, for further studies, researchers may work with more university instructors and at least two private universities. As an alternative, two different universities can be compared and contrasted with each other based on their results. Thirdly, the groups of interviews may be divided into smaller groups so that the data can be affected. Finally, the participants can be selected among instructors from freshman.

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## APPENDICES

### Evaluation of Knowledge of ELF Awareness Questionnaire

Dear Colleague,

Currently, I am pursuing my Master's degree in English Language Teaching at Bahcesehir University. In this Fall 2017 semester, I have been conducting research on ELF awareness in-service teacher education. Therefore, this demographic questionnaire and ELF related questions have been prepared to serve as one of data collection instruments and to collect background information about the participants in my study.

Part A consists of some demographic information questions, Part B includes 4 knowledge of ELF questions in which sufficient blanks are provided for your responses Part C includes 16 statements with likert scale and Part D includes 8 Evaluation of ELF Utterances and a scale from correct to important to correct. The questionnaire will not take you more than 15 minutes. Please be informed that your identity will be kept private and confidential and all information will be used for research purposes only. Finally, participation is voluntary and you have the right to withdraw from the study at any stage.

Should you have any questions/ concerns, you can contact me via email at [hilali.bozkurt@windowslive.com](mailto:hilali.bozkurt@windowslive.com)

Thank you for your kind cooperation

Hilal Ünnü

## Part A: Demographic Information

1. Institution/Affiliation:
2. Age:
3. Nationality:
4. Native Language :
5. Class taught:
6. Gender: male / female
7. Undergraduate Degree, Institution and Major (ex. BA, Calvin College, French & English)
8. Graduate Degree(s), Institution(s) and Major(s)
9. How long have you been teaching English?
  - First year
  - 1 to 5 years
  - 6 to 10 years
  - more than 10 years
10. Do you speak any foreign/second language(s) other than English? If yes, which one(s)?
11. Do you have any international/study abroad teaching/learning experience? If yes, please give information (e.g. where? How long? etc.).





**Part C: Statements of ELF awareness**

**Please give your opinion about the statements below by ticking ONE answer for each.**

**1=Strongly disagree 2=Disagree 3= Unsure 4=Agree 5=Strongly agree**

Statements	Strongly disagree	Disagree	Unsure	Agree	Strongly agree
1) English is a global /international language.					
2) English is spoken in diverse ways around the world.					
3) English has many varieties other than American, British and Australian English.					
4) English is not about native speaker norms only but also shaped by nonnative speakers.					
5) English is a means of communication among people with different L1 and cultural background.					
6) English needs to be taught according to native norms.					
7) ELF is a variety of English as a form of nonnative communication.					
8) It is possible to teach English as a lingua franca in language classrooms.					
9) Teaching ELF can help language learners become more efficient and communicative users of English.					
10) It is possible to cultivate intercultural communicative competence through ELF.					
11) It is possible to focus on intelligibility more than accuracy while communicating English.					
12) It is possible to integrate ELF aware pedagogy in English language classrooms.					
13) ELF awareness is essential for more autonomous and self- confident English language teachers.					
14) ELF awareness supports successful nonnative communication.					
15) ELF aware teachers are more likely to become critical of their own practices and the role of language in their own context.					
16) ELF aware pedagogy is important to address more realistic needs of English learners today.					

**Part D: Evaluation of ELF Utterances**

**Please evaluate the following utterances in spoken English on the following scales for correctness, acceptability for international communication, intelligibility for international communication and importance for classroom correction. In each case tick the appropriate scale.**

UTTERANCES in ENGLISH	CORRECT	ACCEPTABLE	INTELLIGIBLE	IMPORTANT TO CORRECT
1. We need to discuss about the problem.				
2. Last summer I was happy because I finally took my driving license.				
3. I enjoy listening classical music.				
4. My sister has same problem as me.				
5. Pollution is a major issue and a big problem for the nature.				
6. In my country everybody have to do military service.				
7. I didn't finish reading the book yet				
8. It's difficult to know how to draw the limits				

## Focus Group Interview Questions

1. How would you define English as a lingua franca?
2. Do you find it difficult to understand nonnative speakers of English? Why? Why not?
3. To what extent Chinese accent in English would be difficult to understand?
4. In what ways ELF training changed the way you look at or think about the English language teaching?
5. How can these notions be implemented in ELT programs?
6. If you were given the chance to teach this International English and English as a lingua franca varieties, how would you teach them? Why?
7. It is important to teach that various cultures use English differently. In what ways do you agree with this?
8. What challenges do you think teachers might encounter when introducing other varieties of English (besides the native varieties)?
9. It is presented that: “introducing English varieties, especially nonnative varieties, helps students to be confident with their own English and proud of their own English variety” What do you think about this idea?

### Lesson (Instructional) Plan for training

WEEKS	AIMS	ACTIVITIES
<p>WEEK 1</p> <p>November 2, 2017</p> <p>Duration :60 mins</p>	<p>*make the teachers engage with the principles of ELF (English as a lingua franca) and WE</p>	<p>Warm up : An introduction to Sociolinguistics by Holmes (2013), an example of lingua francas</p> <p>Defining ELF</p> <p>Reading 1 : English as a lingua franca by Barbara Seidlhofer (2005) (5 min )</p> <p>Defining World Englishes</p> <p>Video 1 : World Englishes by David Crystal</p> <p>Short Reading : Presentation of The terms World Englishes and English as a lingua franca by Martin Dewey (p.150, 2012)</p> <p>Reading 2: ELF basics : Introducing English as a lingua franca by Hülmbauer, Böhringer, Seidlhofer (p.27-28, 2008) (10 min )</p> <p>The circle of World English /Inner, Outer and Expanding circle</p> <p>Guiding Questions</p> <p>Video 2 :Standard English by David Crystal</p> <p>Defining Standard English</p>

		Reading 3: World Englishes, Kılıçkaya,2009. (Homework)
<p>WEEK 2</p> <p>November 7, 2017</p> <p>Duration : 45 mins</p>	<p>*teachers need to form their own understanding of what these may mean for their own teaching context</p>	<p>Indian accent video</p> <p>Reading 1: Reflections on ELF-Related Issues by Pre-Service English Language Teachers in Turkey by Deniz, Özkan, Bayyurt, p.1-2, 2016.</p> <p>Reading 2: English as a lingua franca lecturers' self-perceptions of their language use by Pihko, 2010, p.69-70.</p> <p>Watching video 3 and 4</p> <p>Defining Mutual Intelligibility</p> <p>Reading 3: Intelligibility in English, Pickering,p.2-3 (5 min )</p> <p>Discussion related to the questions</p>
<p>WEEK 3</p> <p>November 14, 2017</p> <p>Duration : 45</p>	<p>*design whole lessons or individual activities on that basis</p>	<p>Reading 1: Reflective teaching and transformative learning by Sifakis, 2007.</p> <p>Presentation transformative learning by Sifakis, 2016,p.361</p> <p>Reading 2:Transformative and teacher</p>

mins		<p>education, Sifakis, 200, p.364-365.</p> <p>Presentation teaching ELF,Hülmbauer,Böhringer,Seidlhofer,2008, p.32-33.</p> <p>Watching Video 5</p> <p>Watching Video 6</p>
<p>WEEK 4</p> <p>November 21, 2017</p> <p>Duration : 45 mins</p>	<p>Teach these lessons or activities</p>	<p>Presentation Prepared by Video 7 : Watch the lesson plans created by Akin Bulut in the website</p> <p>Reading 1: Insights from ELF and WE in teacher training,2015, p.476.</p> <p>Presentation : Samples from participants' reflections,478-481.</p> <p>Ask guiding questions to get the reflections of participants.</p> <p>Ask them to create lesson plans for their own classes and apply them.</p>
<p>WEEK 5</p> <p>November 29, 2017</p> <p>Duration: 45 mins</p>	<p>Evaluate the impact of the lessons or activities for their learners, themselves and other stakeholders</p>	<p>Feedback on class activities (debate)</p> <p>Focus group Interview</p> <p>Getting reflections on ELF</p>

## VIDEOS

### Week 1

- 1) <https://www.youtube.com/watch?v=hGg-2MQVReQ>
- 2) <https://www.youtube.com/watch?v=hGg-2MQVReQ>

### Week 2

[https://www.youtube.com/watch?time\\_continue=77&v=mXKGzBHHU84](https://www.youtube.com/watch?time_continue=77&v=mXKGzBHHU84)

- 3) <https://www.youtube.com/watch?v=NKfIpp7xNWQ>
- 4) <https://www.youtube.com/watch?v=Qfk5y5QMvOI>

### Week 3

- 5) <https://www.youtube.com/watch?v=iERCcsdfoRs> (adapting your classroom practice for teaching English as a lingua franca)
- 6) [https://www.youtube.com/watch?v=6AX\\_WL96J6M](https://www.youtube.com/watch?v=6AX_WL96J6M) (pronunciation, how strict should be a teacher about pronunciation)

### Week 4

- 7) <https://prezi.com/qn-yhpq5ldcw/copy-of-the-use-of-english-as-a-lingua-franca-in-education/> (3 Different accents)



## CURRICULUM VITAE

### PERSONAL INFORMATION:

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### EDUCATION

Degree	Institution	Year of Graduation
BA	Anadolu University	2009
High School	Atacan College	2004

### WORK EXPERIENCE

Year	Place	Enrolment
2013-	Uskudar University	English language Instructor and Coordinator
2010-2013	British English Language Course	Teacher and Coordinator

### FOREIGN LANGUAGES

Fluent English, intermediate French

### CERTIFICATES

2014-2015: ELT CONFERENCE

2011: IELTS

2010: TESOL

2005-2009: University Honor Certificates

## **HOBBIES**

Theatre, Cinema, Piano, Colouring pictures