

ISTANBUL SABAHATTIN ZAIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING



**ENGLISH AS A LINGUA FRANCA: AWARENESS OF
INSTRUCTORS AND PEDAGOGICAL INFLUENCES**

MA THESIS

Meltem ÖZ

Istanbul

Haziran, 2019

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Supervisor

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İstanbul

June, 2019

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This is to certify that this MA thesis titled "**English as a Lingua Franca: Awareness of Instructors and Pedagogical Influences**" is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Istanbul Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.



Meltem ÖZ

Istanbul, June 2019

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Meltem ÖZ

Istanbul, June 2019

ÖZET

ORTAK DİL OLARAK İNGİLİZCE: EĞİTMEN FARKINDALIĞI VE ÖĞRETİMSEL ETKİLERİ

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Dr. Öğr. Üyesi Emrah GÖRGÜLÜ

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Küreselleşen dünyada İngilizce kullanımı ve sınıflarda İngilizce öğretimi zaman zaman birbirine uymamaktadır. Çalışma, bu gerçeği ölçünlü dile karşı Ortak Dil Olarak İngilizce (ELF) kavramına referansla ve ELF farkındalığının İngilizcenin yabancı dil olarak öğretilmesine etkilerini göstererek vurgulamayı hedeflemektedir. Bu tez çalışmasının temel amacı, bir üniversite hazırlık okulunda çalışan anadili İngilizce olan ve olmayan İngilizce öğretmenlerinin ELF konusundaki algılarını araştırmaktır. Çalışma, İngilizce öğretmenlerinin ölçünlü İngilizce, aksan ve ELF hakkındaki algılarıyla birlikte anadili İngilizce olan ve olmayan öğretmenlere yönelik algılarını da araştırmıştır. Bu yolla, ELF sınıf uygulamalarını incelemeyi ve ELF ortamında çalışmanın algı ve sınıf uygulamaları üzerindeki etkisini anlamayı amaçlamıştır. Ayrıca, bu grupların algıları arasında fark olup olmadığını araştırmıştır. Bu amaçlarla veri toplamak için bir anket tasarlanmıştır. Anket soruları, ELF literatürüne dayanarak geliştirilmiştir; “İfadelerden bazıları önceki anketlerden alınmış ve uyarlanmıştır” (Curran&Chern, 2017), “bazıları ELF ilkelerine dayandırılarak” hazırlanmıştır (Barzegar Rahatlou ve ark., 2018). Çalışmaya, ELF ortamına sahip bir vakıf üniversitesinin hazırlık okulunda çalışan 26 İngilizce öğretmeni katılmıştır. Veri toplama sürecinden sonra, nicel veriler SPSS veri analiz programıyla çözümlenmiş ve nitel veriler içerik analiziyle değerlendirilmiştir. Sonuçlar, öğretmenlerin ELF kavramlarının farkındalıklarını ve sınıf uygulamalarıyla testlere dâhil edilmesine sıcak baktıklarını, ancak sınıflarında, öğrencileri için pedagojik bir model olarak gördükleri ölçünlü İngilizceyi benimsediklerini göstermiştir. Öğitmenler, anadili İngilizce olan ve olmayan öğretmenler arasında yapılan ayrımcılığı gözlemlediklerini ancak onaylamadıklarını belirtmişlerdir. İngilizcenin anadil olmasının ideal öğretmen olmanın

bir kıstası olmadığına ve her grubun öğrencilere sunacakları farklı becerileri olduğuna inanmaktadırlar. Ayrıca, yapılan çalışmanın neticesinde ELF algılarıyla sınıf uygulamaları açısından anadili İngilizce olan ve olmayan öğretmenler arasında anlamlı fark olmadığı da tespit edilmiştir.

Anahtar Sözcükler: Ortak Dil Olarak İngilizce (ELF), Anadili İngilizce Olan Öğretmenler (NEST), Anadili İngilizce Olmayan Öğretmenler (NNEST), İngilizce öğretmenlerinin ELF algısı



ABSTRACT

**ENGLISH AS A LINGUA FRANCA: AWARENESS OF
INSTRUCTORS AND PEDAGOGICAL INFLUENCES**

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The way English is taught and how modern English is used in the global world may mismatch from time to time. This study aims to highlight this fact with reference to English as a Lingua Franca (ELF) as opposed to Standard English (SE) and how the awareness of ELF influences EFL. For this, the study investigates the perceptions of native and non-native instructors. The study explores the instructors' perceptions on Standard English, accents, and ELF as well as their perception towards native English speaker teachers (NEST) and non-native English speaker teachers (NNEST). Through this way, it aims to examine their classroom implementation of ELF and understand the effect of working in an ELF environment on their perception and the classroom practices. Another objective is whether there are any differences between the perceptions of NESTs and NNESTs. In order to collect data for such purposes, Survey on Perceptions of Instructors on English as a Lingua Franca was designed. The survey questions were developed based on the related literature on ELF; "some of the statements were extracted and adapted from a few of the questionnaires" (Curran & Chern, 2017) and "a number of them were based on the principles associated with ELF" (Barzegar Rahatlou et al., 2018: 5). The study sampled 26 English as a Foreign Language (EFL) teachers working at preparatory school of a foundation university which has an ELF setting. After the data collection process, the quantitative data were analyzed using descriptive and inferential statistics via SPSS (Statistical Package of Social Sciences) and the qualitative data were analyzed through content analysis. The results revealed that the teachers are aware of the ELF notions and open for implementations in the classrooms and tests, however, they still embrace SE norms in class as they see it as a pedagogical model for their students. They see the discrimination between NESTs and NNESTs but they do not approve it because they

believe that all have different skills to offer for their students and nativeness is not a criterion for being an ideal teacher. It is also found out that there are no significant differences between the perceptions of NESTs and NNESTs in terms of ELF perceptions in an ELF setting and ELF implementation in the classroom.

Key Words: English as a Lingua Franca (ELF), Native English Speaker Teachers (NESTs), Non-native English Speaker Teachers (NNESTs), English language teachers' perception towards ELF



TABLE OF CONTENTS

DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY **Hata! Yer işareti tanımlanmamış.**

ACKNOWLEDGMENTS.....	iii
ÖZET.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF TABLES.....	xi
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS.....	xiv
CHAPTER 1.....	1
INTRODUCTION.....	1
1.1. Introduction.....	1
1.2. Background and Significance of the Study.....	1
1.3. Statement of the Problem.....	4
1.4. Aims of the Study.....	5
1.5. Research Questions.....	6
1.6. Hypotheses.....	6
1.7. Limitations.....	7
1.8. Organization of the Study.....	8
1.9. Definition of Key Terms.....	8
CHAPTER 2.....	10
LITERATURE REVIEW.....	10
2.1. Global Spread of English and Becoming a Lingua Franca.....	10
2.2. Development of the Term English as a Lingua Franca (ELF) and Its Significance.....	11
2.3. The Difference between English as a Lingua Franca (ELF) and English as a Foreign Language (EFL).....	15
2.4. Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs).....	19
2.5. Review of the Research on the Attitudes towards English as a Lingua Franca in the Field.....	21

2.6. Conclusion.....	26
CHAPTER 3.....	27
METHODOLOGY	27
3.1. Introduction	27
3.2. Purpose of the Study.....	27
3.3. Research Design	28
3.4. Setting and Participants	29
3.5. Data Collection.....	29
3.6. Pilot Study	30
3.7. Conclusion.....	32
CHAPTER 4.....	33
RESULTS AND FINDINGS	33
4.1. Introduction	33
4.2. Perceptions towards Standard English, Accent and ELF	33
4.3. Perceptions of English Language Teachers towards ELF Implementation in the Classroom Settings	45
4.4. Perceptions of English Language Teachers towards ELF and Related Issues in the ELF Setting.....	48
4.5. Differences between the Native Speaker Teachers’ and Non-native Speaker Teachers’ Perceptions towards English as a Lingua Franca in the Classroom	50
4.6. Differences between the Native Speaker Teachers’ and Non-native Speaker Teachers’ Perceptions towards English as a Lingua Franca in the ELF Setting	52
4.7. The Impact of Gender and Teaching Experience on Teachers’ Perception towards English as a Lingua Franca in the Classroom	53
4.8. The Impact of Gender and Teaching Experience on Teachers’ Perceptions towards English as a Lingua Franca in the ELF Setting	54
4.9. Perceptions of Teachers’ towards Issues Related to being a NEST or a NNEST	56
4.9.1. Teachers’ Perceptions towards Being an Ideal Teacher.....	56
4.9.2. Discrimination between NESTs and NNESTs	58
4.9.3. Advantages of Being a NEST and a NNEST	62
4.10. Conclusion.....	67
CHAPTER 5.....	68
DISCUSSION OF FINDINGS AND CONCLUSION	68
5.1. Introduction	68

5.2. Discussion of the Findings in Relation to Research Questions and with Reference to Relevant Literature	68
5.2.1. The Perceptions of English Language Teachers towards ELF and Related Issues in the ELF Setting.....	68
5.2.1.1. Knowledge of ELF	69
5.2.1.2. Perception of Standard English	69
5.2.1.3. Perception of Accent	70
5.2.1.4. Perceptions of English Language Teachers towards Making Mistakes	71
5.2.2. The Perceptions of English Language Teachers towards ELF Implementation in the Classroom Setting.....	71
5.2.3. The Differences between the Native Speaker Teachers' and Non-native Speaker Teachers' Perceptions towards English as a Lingua Franca in the Classroom and the ELF Setting.....	73
5.2.4. Effect of Gender and Experience on Teachers' Perceptions towards English as a Lingua Franca in the Classroom and the ELF Setting.....	75
5.2.5. The Perception of English Language Teachers on Native Speaker Teachers and Non-native Speaker Teachers in the Classroom.....	76
5.3. Theoretical and Pedagogical Implications of the Study	81
5.4. Limitations of the Study and Recommendations for Further Research	82
5.5. Conclusion.....	83
BIBLIOGRAPHY	84
APPENDICES	93
APPENDIX A	93
CV.....	99

LIST OF TABLES

Table 3.6.1: The Reliability of <i>Perceptions on Standard English, Accents and English as a Lingua Franca (ELF)</i>	31
Table 3.6.2: The Reliability of <i>The Factors Affecting the Teachers' Perception</i>	32
Table 4.2.1: Perceptions on Standard English of NESTs and NESTs.....	34
Table 4.2.2: NESTs' and NNESTs' Perception towards the Importance of Accent.....	37
Table 4.2.3: The Teachers' Definitions of ELF	40
Table 4.2.4: Open-ended Responses to the Item Related to the Definition of Good English.....	42
Table 4.2.5: Open-ended Responses to the Item Related to the Definition of Good Communicator.....	43
Table 4.2.6: Open-ended Responses to the Item Related to the Definition of Good Language Learner.....	44
Table 4.3.1: Mean Scores, Standard deviations, Frequencies, and Percentages for the Perceptions of English Language Teachers Towards ELF Implementation in the Classroom Settings.....	45
Table 4.4.1: Mean Scores, Standard deviations, Frequencies, and Percentages for the Perceptions of English Language Teachers Towards ELF Implementation in the ELF Setting.....	49
Table 4.5.1: Means and Standard Deviations for the Three Groups of Teachers and One Dependent Variable.....	51
Table 4.5.2: One-Way Analysis of Variance Summary Table for the Effects of Being Native and Non-native Teachers on ELF Perceptions in the Classroom.....	51
Table 4.6.1: Means and Standard Deviations for the Three Groups of Teachers and One Dependent Variable.....	52

Table 4.6.2: One-Way Analysis of Variance Summary Table for the Effects of Being Native and Non-native Teachers on ELF Perceptions in the ELF Setting.....	53
Table 4.7.1: Means and Standard Deviations for Age as a Function of Gender in the Classroom.....	54
Table 4.7.2: Summary Table for Two-Way Analysis of Variance of the Effects of Gender and Age on ELF Perceptions in the Classroom.....	54
Table 4.8.1: Means and Standard Deviations for Age as a Function of Gender in the ELF setting.....	55
Table 4.8.2: Summary Table for Two-Way Analysis of Variance of the Effects of Gender and Age on ELF Perceptions in the ELF Setting.....	56
Table 4.9.1.1: Teachers' Perception towards Being an Ideal Teacher.....	57
Table 4.9.2.1: Perception of NESTs and NNESTs on the Discrimination between NESTs and NNESTs.....	58
Table 4.9.2.2: Reasons and Aspects of Discrimination between NESTs and NNESTs...	59
Table 4.9.3.1: Perceptions of Teachers' on the advantages of being a NNEST.....	62
Table 4.9.3.2: Perceptions of Teachers' on the advantages of being a NEST.....	65

LIST OF FIGURES

Figure 4.2.1: Visual Representation of Teachers' Perception on the Existence of Standard English.....	34
Figure 4.2.2: Visual Representation of Teachers' Perception of Standard English.....	36
Figure 4.2.3: Visual Representation of Teachers' Perception towards the Importance of Accent.....	37
Figure 4.2.4: Visual Representation of Accent the Teachers Teach the Students.....	38
Figure 4.2.5: Visual Representation of Teachers' ELF Awareness.....	39
Figure 4.2.6: The Visual Representation of Teachers' ELF Training.....	39
Figure 4.9.2.1: Responses for the Question Related to the Level of Expertise Being Questioned.....	61

LIST OF ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
Ed.	: Editor
EFL	: English as a Foreign Language
EIL	: English as an International Language
ELF	: English as a Lingua Franca
ELT	: English Language Teaching
ESL	: English as a Second Language
Ibid	: in the same source
L1	: First Language
L2	: Second Language
NEST	: Native English Speaker Teacher
NNEST	: Non-native English Speaker Teacher
NNS	: Non-native Speaker
NS	: Native Speaker
SE	: Standard English
SPSS	: Statistical Package for the Social Sciences
VOICE	: The Vienna-Oxford International Corpus of English
WE	: World English(es)

CHAPTER 1

INTRODUCTION

1.1. Introduction

This thesis is concerned with the perceptions of native and non-native instructors working at a university preparatory school on English as a Lingua Franca (ELF). Throughout the study, the main objective is to find out instructors' perceptions on Standard English, accents, and ELF as well as their perception towards native English speaker teachers (NEST) and non-native English speaker teachers (NNEST). Their perceptions will be explored in terms of their awareness, ideas, and attitudes towards ELF. The aim is to examine how their perception affects their classroom implementation and whether the ELF environment has any effect on their perception and classroom practices.

Due to the effect of having an ELF setting in which the teachers and the students are from different countries with different L1 language and cultural background, some social and personal conflicts have been arisen and observed. The setting has been suitable and worth exploring an ELF research. It is a newly established research university that creates a valuable opportunity for a new development in English teaching pedagogy.

This chapter will present information about the following: the background and significance of the study, statement of the problem, aims of the study, research questions, assumptions and limitations, and lastly definition of key terms.

1.2. Background and Significance of the Study

Due to the globalization of the world, it has become easier to travel, study abroad, do international business, exchange culture and make connections all over the world. These facts have brought the need for a global language: a language which can be accepted as a lingua franca. According to Crystal (2003) "never has there been a more urgent need for a global language" and a language can only reach this global status either when it gets a

special role as an official language or when it is prioritized in foreign language teaching. Referring to this explanation, he notes that English has become the global language of the world as it has official status in over seventy countries and it is the most widely taught language in over 100 countries (Ibid.). Both Crystal (2003) and Graddol (1999) point out that the number of non-native English speakers is growing fast, outnumbering the native speakers of English. The spread of English and the growing number of its non-native speakers bring changes. Crystal (2003: 3) points out that, “when a language spreads, it inevitably changes”. The changes in the language bring forth a new status, a role, and developments.

English has become a lingua franca because of its position as the global language. The lingua franca status of English has brought forward the different varieties and usages of English and according to Seidlhofer (2004: 212) it “has taken a life of its own, independent to a considerable degree of the norms established by its native users, and that warrants recognition”. Due to its lingua franca status, different from any other language, English is not anymore just a language learned to be able to communicate with its native speakers but rather for communication across different first languages (Weber, 2015: 177). Therefore, McKay (2003: 1) argues that it needs to be based on a completely distinct group of assumptions than has typically informed English language teaching (ELT) pedagogy. Seidlhofer (2011: 208) also states that “[t]he changed nature of English as a global means of communication surely calls for some reconsideration of how English as a subject has been conventionally conceived, and how such alternative conceptualizations also require new orientations in English language teaching and teacher education”. As pointed out by Deniz (2017: 5), we need to question the teaching standardized English based on native speaker norms and taking native speaker as the model and native speaker as the ideal teacher in the classroom. It is now a requirement of the global world and it will address the needs of the students better.

In our globalized world, the interactions among non-native speakers (NNSs) are more commonly occurring today than the interactions between native speakers (NSs) and NNSs (Franceschi & Vettorel, 2017:135). Still, teachers and learners are educated in such a standard language ideology where anything that does not match the standard norms is

considered wrong, inadequate and unacceptable for them (Seidlhofer, 2018: 93). Therefore, “[s]peakers for whom English is an additional language – whether foreign or second – are traditionally conceptualized in their non-nativeness, and thus by default as (permanent) learners and ‘deficient’ language users, for whom nativeness is, on the one hand, an unattainable goal, and on the other, the main objective of language learning” (Franceschi & Vettorel, 2017: 134). So, it is important to reconsider the main objective of language learning and to introduce ELF to students as in ELF the main aim is not the standard norms of native use of English. Rather, effective communication and good English in ELF, setting means “the effective use of available linguistic resources” (Björkman, 2011: 89-90). ELF does not give prescriptive norms, but gives freedom to learners and enables flexibility and this increases learners’ linguistic and cultural tolerance and abilities to deal with the communication problems like unclear pronunciation, meaning or coherence (Kohn, 2015: 60-61).

Changing the target point from achieving native speaker competency to an effective language user, the definition of an ideal teacher and the model of a native speaker in the classroom should be reconsidered again. Llurda (2018: 525-26) explains the ideal teacher as follows:

Ideal teachers need no longer be native speakers, but they rather need to be able to understand the language in such a way that the learning process is optimally conducting learners to the achievement of their goals, and this entails helping them become aware of the language at different levels, from noticing language features to understanding the complexities of the rules and the critical implications of language use.

Sifakis and Bayyurt (2018: 463) point out that ELF aware teaching does not mean exactly teaching EFL but rather offering the learners more choices. Jenkins (2012: 492) also emphasizes that ELF researchers do not believe in telling the teachers what to do in their classes but they believe that it should be the teachers’ decision to decide to what extent ELF is relevant to their teaching context. Thus, the ideal teacher should facilitate the process of becoming an L2 user instead of limiting them to standard norms (Llurda, 2018: 524).

1.3. Statement of the Problem

In Turkey, the preparatory schools in universities teach students English to prepare them for their future studies in their disciplines and although most of their interlocutors are likely to be non-native speakers, the teaching is based on the native speaker norms (Kafa, 2016: 2-3). Seidlhofer (2008: 33.4) notes that norms are ‘continually shifting and changing’ and therefore teachers should adapt their mindset accordingly. It is necessary to catch up with the changing realities of the world and learn the requirements of the globalized world. Though the teachers are aware of the globalized world and its requirements, due to the perceived practical difficulties in including different varieties of English in the language classroom, they are more into sticking to SE norms. Therefore, the way English is taught and how English is used in the global world may mismatch from time to time.

Dewey (2014: 18) suggests that teachers hold a strong tendency towards Standard English. Therefore, as pointed out by Deniz (2017: 7), most of the teachers are on the side of adopting an inner-circle-oriented approach and neglecting the real linguistic needs of the learners in the classroom. Moreover, she points out that this assumption does not just affect teachers’ perception and attitude but also the validity of the same idea appears in other stakeholders like administrative units, teacher trainers, testers, course book designers, parents and students as well (Ibid). “What goes on in the language classroom is fundamentally shaped by the ways in which the very idea of language is conceptualized by curriculum developers, examination requirements, materials writers, teachers and students” (Leung and Lewkowicz, 2018: 61).

Teachers are the authority in class and lead the learning process, therefore, their ideas, point of view and attitudes are vital. Blair (2015: 99) emphasizes that it is vital earning the support of ELF users and their teachers as the biggest responsibility is held by them because they will either lead the change or block it. They apply the rules and present the materials the way they think is appropriate and as argued by Borg (2006), “teachers enter the profession with certain notions about how and what to teach” (as quoted in Dewey, 2014: 23). Therefore, it is important to consider the mind-sets of individual teachers, as they will bring forward the change. It is important to note that the mind-set, the belief and

the attitude of the teachers affect the teaching process in the classroom and in order to be able to catch up with the necessities of the global world and prepare our students for the real world. It is important to make the teachers aware of the global changes and their effects on the English language teaching pedagogy so that the mismatch between the real use of English and Standard norms applied in the classrooms will no longer be the problem.

1.4. Aims of the Study

This study aims to explore the perceptions and attitudes of native and non-native speaker instructors who are from different countries with different L1 backgrounds including native speaker teachers. Most of the studies which examine the perceptions and attitudes of teachers prefer to focus either on non-native teachers as a whole (Soruç, 2015; Timmis, 2002) or on either particular teachers who share the same L1 background (Akyel and İnceçay, 2014; Decke-Cornill, 2003; Ranta, 2010; Sifakis and Sougari, 2005). Different from those studies, this study aims to investigate both groups as they work together in an ELF environment and teach in classes which include not just Turkish students but students from different countries. The study also aims to find out their views on how native and non-native teachers' background knowledge and experiences affect their perceptions and attitudes towards ELF, towards themselves and towards each other. In that sense, one of the main objectives of this study is to explore teachers' perceptions towards ELF in order to develop an awareness of the current position of ELF and the mismatch between the way we teach English and how English is used in the global world. The research findings will help to show the existing situation and pave the way to new ELF practices in the classrooms.

1.5. Research Questions

This study is guided by the following research questions:

1. What are the perceptions of English language teachers towards ELF and related issues in the ELF setting?
2. What are the perceptions of English language teachers towards ELF implementation in the classroom settings?
3. What are the differences between the native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the classroom and the ELF setting?
4. How do gender and teaching experience affect teacher perception towards English as a Lingua Franca in the classroom and the ELF setting?
5. How do the English language teachers perceive native speaker teachers and non-native speaker teachers in the classroom?

1.6. Hypotheses

The hypotheses for the research questions were as follows;

Question 3.1:

Null hypothesis: $H_0: \mu_1 = \mu_2$: There is no significant difference between the means of native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the classroom.

Alternative hypothesis: $H_1: \mu_1 \neq \mu_2$: There is a significant difference between the means of native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the classroom.

Question 3.2:

Null hypothesis: $H_0: \mu_1 = \mu_2$: Teachers with higher teaching experiences are not significantly different from those with lower teaching experiences in terms of their perceptions towards English as a Lingua Franca in the ELF setting.

Alternative hypothesis: $H_1: \mu_1 \neq \mu_2$: Teachers with higher teaching experiences are significantly different from those with lower teaching experiences in terms of their perceptions towards English as a Lingua Franca in the ELF setting.

Question 4.1:

Null hypothesis: $H_0: \mu_1 = \mu_2$: There is no significant difference between the means of female and male teachers' perceptions towards English as a Lingua Franca in the classroom.

Alternative hypothesis: $H_1: \mu_1 \neq \mu_2$: There is a significant difference between the means of male and female teachers' perceptions towards English as a Lingua Franca in the classroom.

Question 4.2:

Null hypothesis: $H_0: \mu_1 = \mu_2$: There is no significant difference between the means of female and male teachers' perceptions towards English as a Lingua Franca in the ELF setting.

Alternative hypothesis: $H_1: \mu_1 \neq \mu_2$: There is a significant difference between the means of male and female teachers' perceptions towards English as a Lingua Franca in the ELF setting.

1.7. Limitations

The research is limited, firstly, to the instructors who work at the preparatory school of a foundation research university in Turkey which has an international setting. The findings of this study are only generalizable to that particular foundation university. Secondly, the questionnaire and interview questions aim to learn the opinions about English as a lingua franca but the questionnaire was administered to only 26 teachers because of the low population of this foundation university; there are only 26 instructors in the English program of this university. Therefore, it is difficult to generalize the observations from this study to large populations across Turkey.

1.8. Organization of the Study

This thesis consists of five chapters. The first chapter provides an introduction which gives general information about the study and the necessary details related to it. The second chapter “Literature Review” gives a detailed information about how English has become a global language together with an overview of its history and how the term English as a Lingua Franca (ELF) has appeared in the literature and its comparative analysis with English as a Foreign Language in teaching context by providing the different definitions of ELF. Lastly, it provides a summary of the related studies done previously on the attitudes of English teachers towards ELF including both local and international studies. The third chapter describes the methodology of the research, gives detailed information about the setting, participants, data collection instruments and data analysis. The fourth chapter reports the results of the questionnaire. It also includes the discussion of the findings of the research. The last chapter provides the conclusion together with the limitations, implications, and suggestions for future studies.

1.9. Definition of Key Terms

This section provides an overall insight into the key terms that are used throughout this dissertation.

English as a Foreign Language (EFL): is defined as the learning of English with the aim to speak with the native speakers of the language without having any internal function in their L1 country (Jenkins 2000: 5).

Lingua Franca (ELF): It refers to the contact language the speakers with different L1 backgrounds use to communicate.

Standard English (SE): It refers to the hypothetical standard form of English based on American or British norms and it belongs to the native speakers of English.

Native Speakers (NS): It refers to people who speak English as their L1 (native language).

Non-native Speakers (NNS): It refers to people who speak English not as their L1 but as a second or foreign language and most of the time they are multilingual.

Native English Speaker Teachers (NESTs): It refers to teachers who speak English as their first language.

Non-native English Speaker Teachers (NNESTs): It refers to teachers who do not speak English as their first language.

World Englishes (WE): It refers to an umbrella term which includes all different varieties of English worldwide.

English as an International Language: It refers to the uses of English internationally in all three circles of Kachru for cross-cultural communication.



CHAPTER 2

LITERATURE REVIEW

This chapter will provide an overview of the key literature in the field. The chapter will begin by summarizing the global spread of English and how it became a lingua franca of the globalized world. Then, it will analyze the term English as a Lingua Franca (ELF) by comparing it to the term English as Foreign Language (EFL) and discuss the importance of ELF in the teaching environment. Finally, the attitudes towards English as a lingua franca research in the field will be reviewed.

2.1. Global Spread of English and Becoming a Lingua Franca

It is essential to look at the history of the spread of English in order to understand how it became the lingua franca of the world. For Jenkins (2009: 5), the spread of English can be analyzed in two groups which she called ‘diasporas’. The first diaspora resulted in new first languages (henceforth L1) because of the migration to America and Australia starting from the 17th century. The second diaspora was due to the colonization of Asia and Africa starting from the late 15th century and resulted in a second language (henceforth L2) varieties. Even after gaining independence, many of them continued to use English officially in their countries.

English as a language has continued to spread even beyond the borderlines of the colonized countries. According to many scholars (Crystal, 1997: 53; Pennycook, 1994: 153; Wright, 2004: 155), English has a global status which is widely accepted due to the colonial acts of the British Empire and the world-leading political and economic influences of the United States lately (Jameson, 2013: 7). As Kaur (2010: 192) points out, there is a highly increasing preference in English as a chosen medium language for communication between people from different linguistic and cultural backgrounds.

Kachru (1988: 3-8) suggests a theory of three concentric circles of English which illustrated the spread of the language. In his theory, Kachru categorized the countries in his circles according to the ways English has been acquired and is used in those countries

now. The first circle was named the 'inner circle' and it includes the countries such as the USA, UK, Ireland, Canada, Australia and New Zealand in which English is used as a primary and native language. The second circle was called the 'outer circle' and it includes countries like Singapore, India, Malaysia, Pakistan, Bangladesh, the Philippines, Malawi and many other territories in which English is used as the 'second language' due to historical and political causes. The third circle was named the 'expanding circle' and it includes countries like China, Greece, Poland, Japan, Turkey, Estonia, Finland, and many other countries in which English is accepted as an international language without any official status. Although English has no historical or institutional role in these countries, it is still recognized as an international language. As Nykänen (2015: 7) points out, "[t]he initial developments of the inner and outer circles reflect the effects of the first and second diasporas". "Furthermore, Kachru's segregation of countries into outer and expanding circle groupings bears a close resemblance to traditional distinctions between ESL (English as a Second Language) and EFL (English as a Foreign Language) models" (Jameson, 2013: 8). According to Akyel and İnceçay (2014: 1), the first acknowledgment of the concepts such as English as an international language (EIL), World Englishes (WE) and English as a Lingua Franca was thanks to the arguments for the use of English in the outer and expanding circles countries.

2.2. Development of the Term English as a Lingua Franca (ELF) and Its Significance

The global importance of English as a language, which is commonly used by many people all around the world, was accepted long before the appearance of the term English as a Lingua Franca (ELF). The varied terminology such as "English as an international language", "English as a world language" or "English as a global language" is the proof of this fact. According to Seidlhofer (2004: 210), "*English as a lingua franca* has gradually been established as the main term of what was earlier referred to, and occasionally still is, as *English as an international language*, *English as a global language*, or *English as a world language*" (Majanen, 2008: 4).

According to Akyel and İnceçay (2014: 1), English as an international language (EIL) refers to the written and spoken language of the speakers who received a formal language education for English as a foreign language or English as a second language. World Englishes is an umbrella term for the different varieties of English all around the world (ibid). These terms mostly refer to the outer and expanding circles of Kachru.

Seidlhofer (2004: 211) refers to Firth (1996: 240) for an early definition of ELF; “[ELF] is a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication”. The first definition mostly refers to the expanding circle and partly the outer circle of Kachru. According to Flowerdew (2015: 15) which is also mentioned by Seidlhofer (2004), the definition limits ELF to communication between people who are from Kachru’s Expanding Circle though the interactions in ELF cut across Outer/Expanding Circle distinctions and may also include even Inner Circle speakers in reality. Carey (2010: 89) takes attention to the percentage of native speaker (NS) involvement in ELF exchanges. According to those results even though 80 percent of ELF exchanges do not include a NS, 20 percent of NS involvement is still significant enough to take into consideration. Mauranen (2006: 129) says it is by the nature of ELF exchanges to be mixed by both L1 and L2 speakers. Even the NSs have to adapt their speech patterns according to their interlocutors which proves the need to consider including NSs to the ELF realm. Mauranen (2006: 126) explains this situation by mentioning how speakers change the way they use the language in order to meet at the same ground according to their beliefs on the pattern of other languages and dialects. This way NSs have to develop new strategies to communicate with non-native speakers (NNS) and prevent any kind of misunderstandings. Cogo (2009: 257) refers to the same situation by saying; “All these examples of explicitness, clarification and pre-empting strategies are ways in which speakers change their linguistic and cultural patterns to make communication as intelligible as possible to their interlocutors. This way, ELF speakers ... are prone to taking certain steps in order to avoid possible misunderstandings at the onset”.

While the first definition of ELF excludes the NSs from its definition, the research and data collected in VOICE, which is an ELF corpus project led by Seidlhofer, reveals the

fact that it is not easy to ignore NSs in the realms of ELF. As it was first intended by Seidlhofer (2001) not to include NS interactions in the VOICE corpus; it turned out to be that there are more than 60 VOICE speech events including NSs (Carey, 2010: 89). Seidlhofer (2012: 137) changes her definition later on to,

It [ELF] is not a language or variety as such but a linguistic resource; which is drawn on as a common means of communication chosen by speakers of from different linguacultural backgrounds. Those who use it include speakers of English as a native language (ENL) as well, as these obviously also take part in ELF interactions across linguistic boundaries...

From a similar perspective, Bjorge (2012: 406) defines ELF as “a vehicle of communication between interlocutors who do not share their first language, both among non-native speakers and when native speakers interact with non-native users”. House (2012: 188) points out the multiplicity of voices in ELF and says; “ELF is a language for communication, a medium that can be given substance with many different national, regional, local, and individual cultural identities”. Some scholars argue that ELF cannot be considered as a variety because it lacks stability and a stable speech community (Jenkins et. al., 2011: 296). These reasons led Mauranen to see ELF as a hybrid language or as a “contact between speakers from different similects” (Mauranen, 2018: 10). A “similect” for Mauranen is a kind of variety of English, which resulted from the interaction of English with another language and as this interaction cannot be considered as a new variety she refers to it using a new term – “a similect”. Instead of seeing similects as varieties because they do not change, develop or diversify like other community languages; Mauranen sees them as “manifestations of learner language”. Similects come into being as a result of the contact between English and another language and producing what is mostly known as, for example, “Finglish” which was resulted in after the encountering of Finnish and English languages. The interaction of people who use similects are ELF users and Mauranen explains this relationship and its complexity as follows:

ELF then embodies contact between speakers from different similects. Put in another way, speakers who use ELF as their means of communication speak

English that is a product of language contact between their other languages and English, a shared first language is the source of similect affinity, and English comes in as they have encountered it in their learning process. ELF, then, means contact-based lects-that is, ELF is a higher-order, or second-order language contact. Therein lies its particular complexity. (10)

Alptekin (2011) argues that the language knowledge of a native speaker and ELF user is different due to the difference in cognitive processes and because of this reason, NNSs understand each other better than NSs understand NNSs. He points out to the fact that ENL and ELF stem from different cognitive processes though they look similar in the surface (Ibid: 159). The cognitive processes he mentions here refers to Ullman's (2015) neurobiologically motivated theory of first and second language and the declarative and procedural memory systems for learning. According to Ullman (2015), L2 users depend on declarative memory systems than procedural memory systems while they are learning and using grammar. Procedural memory systems are related to L1 acquisition processes like the control of grammar, syntactic, morphological and phonological regularities, which are acquired implicitly without paying attention to or put an effort in while declarative memory is related to explicit learning and long-term memory system and used for semantic and lexical learning in both L1 and L2. When it comes to grammar, although younger learners of L1 and L2 refer to procedural memory, older learners refer to declarative memory. Alptekin (2011) takes our attention to the nature of L2 learning which is based on instructional contexts and therefore L2 learners use declarative memory systems for learning the language and then while using the language they refer to controlled lexical and semantic processing and differ from native speakers. Hall (2018: 77) summarizes the reasons for this difference between L2 users and NSs in two main points. Firstly, 'ELF users' have difficulty in accessing their learned grammatical knowledge efficiently enough in online processing due to the fact that it is not proceduralized, and this causes the *omissions* of forms which are compulsory according to Standard English (henceforth SE) rules. Secondly, the transition of proceduralized knowledge from L1 to L2 production is possible and this might also cause the *commission* of forms which do not exist in SE grammar rules.

Due to their similar cognitive resources and processes, NNSs understand each other better than NSs understand them. This theory also explains Mauranen's similects as they are formed by a group of people who initiate into language the same way with similar cognitive development and processes so they form a different kind of English. As Hall (2018: 78) points out,

Depending on social experience, procedural control of SE norms will develop to different degrees. For NNSs, the sequence is reversed but the outcome is similar: learners are typically exposed to SE as the learning target, and they develop explicit knowledge of it initially, in declarative memory systems. But their usage and experience of English both within and beyond instructional contexts will inevitably lead to parallel development of implicit knowledge in procedural memory systems (Ellis and Wulff, 2015: 86-87). The knowledge thus acquired will be influenced by the L1 system as well as the NNS Englishes to which the learner is exposed. For learners who go on to use English regularly in ELF contexts, procedural knowledge of English will become entrenched, and will become increasingly likely to diverge from SE norms.

For Mauranen (2012: 42), ELF users who have less control over the linguistic forms have “insufficient or partial” memory representations, which lead to “approximation”, the production of an item that “deviates from or falls short of the target[...]”, understood as the conventional NS norm in SE.

2.3. The Difference between English as a Lingua Franca (ELF) and English as a Foreign Language (EFL)

In most of the schools around the world, English is taught either as a second or foreign language according to SE norms. SE means Common European Framework of Reference for Languages (CEFR) (2007) for most of the institutions as it is one of the most influential instruments in European language education policy (Rindler Schjerve and Vetter, 2012: 2; Weber, 2015: 172) and “CEFR is designed to serve as a basis for language learning and teaching within the European Union” (Weber, 2015: 172). Weber points out the fact that

most languages in the EU are used to communicate with native speakers but English is used as a means of international communication including many different speakers of other languages but he emphasized that English should be considered as an international lingua franca (ibid). When we look at the CEFR norms, we see the NS norms as a basis for learning English. Here are some of the examples from different levels for different skills of CEFR statements,

- *For formal discussion and meetings; C2 level- “Can hold his/her own in formal discussion of complex issues, putting an articulate and persuasive argument, at no disadvantage to native speakers”. (Council of Europe 2001: 78)*
- *For Sociolinguistic Appropriateness- B2 level – “Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker”. (Council of Europe 2001: 122)*
- *The Dialang scales- Listening- C1 level – “I can keep up with an animated conversation between native speakers”. (Council of Europe 2001: 234)*
- *The Dialang scales- Writing- estim. C2 level – “I can write so well that native speakers need not check my texts.” (Council of Europe 2001: 232)*
- *Phonological Control – A1 level – “Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group” (Council of Europe 2001: 117)*
- *Phonological Control – A2 level- “Pronunciation is generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time” (Council of Europe 2001: 117)*

Kohn (2015), Azuaga and Cavalheiro (2015) point out the dominance of native speaker authority and ownership of the language in CEFR norms and Seidlhofer (2011) criticizes CEFR norms as they lack the differentiation between English and other modern languages and because of the different socio-economic roles of these two make it necessary to have

different objectives for learning. It is possible to study English like any other foreign languages like Italian or Japanese but the current users and learners of the language use English as a medium of international communication and therefore the function as a (global) lingua franca would be more appropriate (Ibid: 185).

Still, due to the embracement of CEFR norms as SE norms, many non-native English-speaking teachers prefer old ideals and hierarchies, by showing the native speaker as a model and ultimate goal as a symbol of perfection in language use (Llurda, 2009). According to Azuaga & Cavalheiro (2015: 116), this is “mainly due to two reasons: 1) governmental policies imposed on them and 2) the rich abundance of source materials made available, both published and available online”.

Kohn (2015) draws attention to the measurement of success in German schools, which is associated with fulfilling SE norms; in accordance with how close they can get to, they get their marks. He argues that it is more of an imitation or cloning process of the behaviorist approach. He also points out to the fact, which mostly stays unrecognized, that it is important to keep in mind that the learners of English language are also the users of language and users of the language have to deal with an inner conflict. Kohn expresses his feelings towards being an English language user and speaker and explains his inner conflict:

The clear message was that for a non-native speaker a native-speaker SE orientation was fundamentally wrong and impossible to pursue with any hope of success. The wall just too high to climb; the fruit too sweet and out of reach anyway – just not my sociolinguistic reality. I felt excluded from the enchanted garden, a kind of Faustian creature with two souls: a non-native speaker with a desire for some kind of native-speaker SE orientation – a desire I was told was unrealistic, but which, at the same time, was part of my English self. This was when my personal quest into the nature of non-native speakers’ ownership of English began both as a researcher and as a non-native speaker myself. (Ibid: 55)

For Kohn (2015), perception of success is different in education compared to the success in authentic communication. In the former, success depends on the “approximation to

externally given and applied norms and criteria” but the latter is more related to the satisfaction because of the communication act which he called “perceived success”. He thinks “this endonormative feeling of success” is not only related to the evaluation of the communication but also “guidance and motivation for learning and competence development”. In this case, external norms might have an influence on the perceived success in relation to the speaker’s requirement profile, knowledge, and skills. (p.56) According to their SE orientation, Kohn says, to the degree, they put effort, they get close to the target nevertheless the language will always be their own creation including some deviations. (Ibid: 58)

These deviations, on the other hand, show us the creativity of ELF users as they feel less stressed to engage in target SE norms and use their resources in different ways to communicate with NNSs (Hall, 2018: 78-79). According to Larsen-Freeman, “what might have earlier termed ‘an error,’ now is described “not as an error or mistake, but rather as an innovation” (2018: 55). Larsen-Freeman and Freeman (2008: 161) provide a supporting perspective by saying, “language should not be seen as an entity but instead as a space in which an infinite number of possible trajectories may be realized. None of these trajectories comes into being until the language is used in a specific context... Context, in this sense, does not mean just the physical space; it includes the intentional or intersubjective space between users”. Therefore, we need to open up a space for EFL in our classrooms and the education system and when it happens, it will provide a great change. According to Kohn (2015: 62),

It explicitly acknowledges a common creative force underlying a learner’s language development in its entirety, independent of its evaluation from the point of view of an external norm. Helping learners advance their ELF competence thus essentially involves encouraging and helping them to explore and trust their own creativity. In this sense, implementing a pedagogical space for ELF in the English classroom is a significant change towards language learning for real life, thereby adding a new quality to learner autonomy.

Azuaga & Cavalheiro (2015: 105) and Gnutzmann (1999: 160) look at ELF and EFL in language teaching from a similar perspective with Kohn. They also emphasize the

dominance of native speaker as the aim to achieve and take our attention to the “F” in EFL and like the Faustian creature of Kohn, they refer to the inferiority complex caused by even this name. “In view of this, the ‘F’ in EFL may be construed as those who use the language as “foreigners”, as outsiders who wish to belong to a target community they will never entirely be an integrated part of. Having the native speaker model as the ultimate goal therefore generally contributes to a sense of frustration in learners’ (but which may also be applied to some teachers’) inability to ‘mimic’ a language that is not their own, and which may consequently lead to an ‘inferiority complex’”. (Ibid.) Contrary to EFL, Seidlhofer (2011: 7) and Azuaga & Cavalheiro (2015: 105) point out the “F” in ELF as much more inclusive as a lingua ‘franca’ as it includes and embraces many speakers of different languages who use English as the communicative medium. The important point is to learn English in order to be able to communicate with others, therefore, Kohn (2015: 54) reaches the conclusion that “[w]hat really matters is that the language should engage the learners’ reality and activate the learning process. Any kind of language that is taught in order to achieve this effect is appropriate, and this will always be a local decision”. As Blair (2015: 91) points out, we need to redefine the ‘good communicator’, the ‘good language learner’, and therefore, the ‘ideal language teacher’. The most important is the role of the teacher. “Teachers should realise that their actions, reflecting their attitudes and abilities, are the most important part of the environment for language learning/acquisition. They present role-models which students may follow in their future use of the language and their practice as future teachers.” (Council of Europe, 2001: 144). Therefore, their perceptions and attitudes towards ELF are important to study.

2.4. Native English Speaker Teachers (NESTs) and Non-native English Speaker Teachers (NNESTs)

The perceptions towards NESTs and NNESTs are different in most of the studies depending on your target in your teaching. When we decide to put the native speaker as the ultimate target and SE as the teaching norms to follow, NESTs seem to have a privileged status. Kuo (2006) explains that in second language teaching, the native speaker provides a “complete, appropriate, convenient and appealing” model. Due to this

understanding, NNESTs feel like they have to catch up with native speakers to be a good example for their students so that they could be good teachers. In Blair's study (2015: 95), one of the teachers from Poland reflects her ideas and feelings related to this issue with these words:

And I've got this feeling that because I'm not a native speaker, I've got to prove more... not to myself I think, more, and if I achieve it, I'll be very, very pleased. It's very important for me... I think it's a huge personal thing, even more than the money or the career, and this is what I've wanted to do for the last four years, so...

Dewey (2014) takes attention to the continuing reports from NNESTs related to the discrimination in their current recruitment practices and widespread inequity in many places around the world. In order to fight against such things, NNESTs have to prove more to find themselves a place in this context.

According to Rajagopalan (2004), the idea of the native speaker as a model is no longer valid and Jenkins, Cogo and Dewey (2011) say that NNESTs should no longer be considered as "failed native speakers". Medgyes (1994) sets up six hypotheses about NNESTs: First, they are good learner models. Second, they teach learning strategies more effectively, and third, they supply more information to their students in terms of the English language. Fourth, they can foresee the difficulties beforehand and are able to deal with them better and fifth, they have more empathy towards their students in terms of needs and problems. Lastly, they can make the students benefit from their L1.

The experience of NNESTs as the former language learners lead them to be even more advantageous than NESTs in the classroom if they can refer back to it during their teaching practice. Both NESTs and NNESTs have different skills to offer to the students in the classroom and we need to appreciate the presence of both groups in our educational settings which all together provides a real ELF setting. It is important to note both the native and non-native interaction and non-native and non-native interaction in the real life context. Therefore, we need both group of teachers in an ideal language teaching setting.

There are different advantages and disadvantages of NESTs and NNESTs and it is important to go beyond the discrimination of NESTs and NNESTs. Sharifian (2009) says,

ELT teacher education programs should reflect the conceptions, move beyond the native / non-native distinction together with the traditional notions, and arrive at a different model with principles of multilingualism and meta-cultural competence. Burn and Richard (2009: 3) suggest similarly that it should be considered that being an English teacher is being a part of a worldwide community of professionals and they should all share same goals, values, discourse, and practices. The more people learn and be aware of ELF, the more they move towards that unified community. McNamara says (2012), “At last we have a chance to embrace a richer model of communication underlying teaching and assessment, a chance we must not miss”. Therefore, it is important to be aware of the new developments around the world and adapt ourselves in the classrooms to prepare our students for the real world better.

2.5. Review of the Research on the Attitudes towards English as a Lingua Franca in the Field

Ranta (2010) conducted an ELF study in Finland on the attitudes towards English involving 108 students and 34 non-native teachers in upper secondary school to analyze their perception and ideas. Her main aim was to find out the relationship between the English taught at school and English outside and what these two groups think about this situation. She reached to the conclusion that even though the respondents of the survey are open-minded towards diversity and aware of the role of English as a lingua franca, the main focus in the school classrooms is standard English targeting the native speaker models due to the matriculation exams at the end of upper secondary education. Therefore, according to her study, there is an undeniable divergence between the English taught in schools and the English used in the real world.

Another study in Finland on English teachers’ attitudes towards non-standard English expressions was performed by Nykänen (2015). Nykänen’s research results were similar to Ranta’s findings as the teachers tend to use native speaker norms as appropriate models for their instruction and they consider grammatical correctness to decide about the acceptability of language forms and communicative success for their decision about

usability. This perception leads the teachers into a more traditional way of teaching and favoring the varieties of British and American as appropriate models.

The exam at the end of the academic year or an exam to pass another stage of education is a familiar issue in the Turkish educational system as well. Therefore, it is not an easy challenge for Turkish teachers to overcome the SE norms in the classroom. On the other hand, university preparatory school setting has a more independent setting and integrating ELF in the curriculum is a possible development.

In Greece, Sifakis and Sougari (2005) researched teachers' perception and attitudes in teaching English and they surveyed 421 teachers in three different levels of schools including primary, lower secondary and upper-secondary schools. According to the research results, teachers in Greece believe that Standard English with native speaker norms and standard pronunciation should be taught to students. The researchers, on the other hand, believe that those teachers are not aware enough about the global spread of English and results of this spread and they should be challenged so that they would be more aware of the realities around them in terms of the ways English functions (Ibid, 483 & 484).

In Germany, an ELF study comparing two different types of school teachers' perceptions were conducted by Decke-Cornill (2003). In her study, Decke-Cornill analyzed the different attitudes of teachers who worked at Gymnasium which is a selective school and teachers who worked at Gesamtschule which is a non-selective Gesamtschule. The results showed that Gesamtschule which has a more multi-cultural and multilingual setting was more in line with the ELF project and open to ELF in teaching in the future than Gymnasium which has a monolingual but more academic success oriented. It also revealed that the type of schools also affects the attitudes of teachers and their decisions. Although Gesamtschule teachers were closer to the idea of ELF in the classroom, still the teachers generally favored standard English and native speaker norms rather than ELF as they thought it was teaching 'proper' English.

Timmis (2002) carried out international research in which more than 45 countries were included and he obtained 400 students and 180 teachers responses to his statement-based questionnaire. He also had 15 interviews, which complemented with the questionnaire. In

his study, he looked at the attitudes to various norms of English from different aspects like pronunciation, standard grammar and informal spoken grammar. Although the attitudes can be context-sensitive, he grouped the responses from a range of countries together and reached a conclusion. His conclusion was that both students and teachers are in favor of the native speaker norms because it was seen as “the benchmark of perfection, and therefore it is axiomatic that this should be long-term goal” (ibid: 243).

Jenkins (2007) researched the teachers’ beliefs about and attitudes towards native and non-native accents and norms by a questionnaire study and she reached the conclusion that native speaker accents were preferred and valued due to their perceived correctness and intelligibility.

Jameson (2013) researched the attitudes towards English in relation to ELF in the Tanzanian context. He analyzed the language policy and its suitability to Tanzanian context and he interviewed ten teachers of different subjects who use English to teach their subjects in schools. His conclusion at the end of the study was that the teachers were in favor of British English norms due to their colonial ties. Even though the students are going to use English mostly with Tanzanian non-native speakers after their graduation, their target of learning English is mastering the language as a native speaker. The teachers were not aware of the ELF norms and their legitimacy and Jameson points out the potential for an ELF approach in Tanzania.

In Turkey, Akyel and İnceçay (2014) investigated Turkish EFL teachers’ perceptions of ELF. 100 EFL teachers and 10 teacher educators participated in that study and all the teachers who participated in the study were instructors in the English preparatory programs of the two English-medium universities in Istanbul, Turkey. According to the study results, the teachers were neither informed enough nor were interested in the concept and more than half of the teachers were on the side of using SE instead of ELF. They thought ELF might lead to confusion and misunderstandings and distort the standard language. Still, they told they were more tolerant of their students’ use of ELF features in classes. It is important to note that as teachers we need to equip the students the best way to prepare them for their future life. SE norms and ELF norms should be in our curriculum

and the classroom practice together. We need to introduce them both to our students and get them familiar with all varieties of English as much as possible.

Bayyurt, Deniz, and Özkan (2016) looked at ELF-related issues from pre-service ELT teachers' point of view and the results were similar to Akyel and İnceçay's (2014) research findings. According to the results, the teachers were aware of the globalized world and its requirements but due to the perceived practical difficulties in including different varieties of English in the language classrooms, they were more into sticking to SE.

Inal and Özdemir (2015) conducted a study on teachers' perception related to the concept of ELF and the necessity to make it a part of the English language teacher education programs. The study includes 300 non-native speakers of English teachers of three different groups; academics in Turkey, pre-service ELT teachers of the senior class in their studies and in-service ELT teachers who teach at the primary and secondary schools in Turkey. According to the study results, pre-service teachers are more open to ELF and they are in favor of seeing courses on ELF in the education of English language teachers. The academia adopts the SE norms but they would like to see both EFL and ELF perspectives in the education of English language teachers so that the programs can reflect the recent changes in the global world. In-service teachers do not see themselves as decision-makers and they indicate that they follow the curriculum assigned to them and make the system work and for this reason adopt the SE norms while teaching English.

Uygun (2012) researched the attitudes towards different accents of 100 prospective EFL instructors of a state university in Turkey. According to the results, the prospective teachers tend to use and teach the variety that they had been taught therefore she highlights the importance of including ELF in the curriculum of EFL teachers programs.

It is important to note that Turkish instructors are tolerant of English mistakes and open to including different varieties of English in the teaching curriculum. Uygun refers to something important when she refers to teaching the learned variety which points out the fact that whatever is taught has an effect on teaching and it is a kind of vicious circle. Therefore, it is important to add ELF into the curriculum of teaching programs to see the change in the attitudes of teachers and in the classroom practice.

Karakas (2012) studied the difficulties the academics in Turkey face while using ELF. The data was collected from 27 academics of a Turkish university in the southwest of Turkey and he took our attention to the difficulties that academics have to deal with while publishing and getting promotion due to their English assessed in terms of native English norms. As a conclusion, he emphasizes the importance of ELF use in an academic environment. The pressure of SE norms might have prevented many scholars to introduce their ideas to the academic world all around the world and when ELF notions took over the SE norms, the developments in different fields in academia will probably increase. Therefore, it is important the create ELF awareness in academia.

Soruç (2015) researched the perception of non-native academics from 5 different countries including Turkey, Italy, Egypt, German and China. He collected questionnaire data from 45 participants and he interviewed 10 of them later on. According to the results, the respondents try to avoid using ELF features in their communication and they are in favor of standard norms. Soruç summarizes the results as follows: they think that native speaker norms facilitate the communication and open doors for better job opportunities, positions, and status but on the other hand, ELF puts its users at a disadvantage and they associate practical and pedagogical difficulties with ELF. In order to overcome the perception of seeing NNSs as being deficient native speakers, it is necessary to create ELF awareness.

Bayyurt and Sifakis (2015) conducted a project study in Boğaziçi University with in-service teachers in Turkey and they asked these teachers to read selected ELF related literature and then reflect on these readings and develop classroom activities based on ELF. They have concluded that the awareness of ELF by the in-service teachers make a difference and we need to increase the training of teachers and make them aware of ELF realities. They also highlight the fact that it would not be an easy and fast transition as not everyone is equally open to the movement from EFL to ELF-aware lessons perspective. The study proves the importance of adding ELF training into the curriculum of teachers. The awareness of ELF pays back and the teachers teach what they have learned.

Considering all the previous studies conducted in this field revealed that teachers are becoming aware of the global changes and the effects on English and its use. Though they are becoming aware of the global changes and the effects on English, the old accustomed

and traditional way of teaching is strong and hard to leave behind. The more teachers know about ELF and how to apply ELF norms in the classroom, the more they will become ready to change their old habits and adopt new pedagogical developments. The training of the teachers is important for any kind of change as it has proven by Bayyurt and Sifakis's (2015) project.

2.6. Conclusion

Due to its long history, English after passing many stages has become the global language. This global position of English has led it to be defined by different terms such as EIL and WE and then leading to the term ELF. ELF status requires the teaching methods and in-class practices to be changed because it is not a language that is only spoken by its native speakers but people from all over the world use it to communicate. Therefore, the necessities in the classroom need to be reconsidered but this depends upon the teachers' perceptions and attitudes. The literature review shows us different ideas of NESTs and NNESTs due to various reasons. Thus, this study aims to provide a deeper and clear insight into the perceptions and attitudes of both groups towards ELF in relation to their environment that they work in with the aim of providing new insight to the literature. The next chapter will provide the methodology of the study including the setting, participants, research design and the data collection.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter will describe and explain the purpose of the study, the method of this study, the research design, the participants and the setting of the research, instruments, and procedures to collect data.

3.2. Purpose of the Study

The purpose of this exploratory study is to investigate the perceptions and attitudes of the native and non-native speaker instructors who work at an English preparatory school of a foundation university on English as a Lingua Franca. Thus, the following research questions guided this study:

1. What are the perceptions of English language teachers towards ELF and related issues in the ELF setting?
2. What are the perceptions of English language teachers towards ELF implementation in the classroom settings?
3. What are the differences between the native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the classroom and the ELF setting?
4. How do gender and teaching experience affect teacher perception towards English as a Lingua Franca in the classroom and the ELF setting?
5. How do the English language teachers perceive native speaker teachers and non-native speaker teachers in the classroom?

3.3. Research Design

To explore the research questions descriptive research is adopted for this study. Descriptive research is used to “describe the facts and characteristics of a given population or area of interest; to provide an accurate portrayal or account of characteristics of a particular individual, situation or group; to discover associations or relationships between or among selected variables” (Dulock, 1993: 154). Dulock explains characteristics as preferences, feelings or attitudes (Ibid). This study aims to analyze attitudes and perceptions of English teachers who work at a foundation university that has an ELF setting; therefore, descriptive research is appropriate with the aims of this study.

The study also carries elements of survey research, as “survey research is a specific type of field study that involves the collection of data from a sample of elements drawn from a well-defined population through the use of a questionnaire” (Lavrakas, Krosnick, & Visser, 2000: 223). Lavrakas, Krosnick, and Visser suggest that survey research might be very useful especially for social psychologists due to their interest in understanding how people influence and are influenced by the social environment. Furthermore, they say that the data collected from samples can be used to analyze and make conclusions about that population even when they are decidedly unrepresentative of the general population (Ibid).

The data for descriptive research can be qualitative and quantitative and a survey has been designed to collect data to analyze the attitudes and perceptions of English teachers towards ELF accordingly. The survey consists of four different parts and includes two different Likert Scale Questionnaires to collect quantitative data. In the survey, there are open-ended questions to help to understand and analyze the data in a meaningful way. In that sense, in addition to quantitative data, through open-ended questions, qualitative data have been collected from the participants. As the researcher is employed as an English language instructor at the same university, in order to get more trustworthy answers and give freedom and comfort to the participants to tell more about their ideas and experiences, instead of having individual interviews the open-ended questions were added to the survey which has been conducted anonymously. The results have been analyzed and then all the data findings have been brought together to see the big picture with a deeper understanding.

3.4. Setting and Participants

The study was conducted in an English Language Preparatory School of a foundation university in Istanbul, Turkey. It is a newly founded university and the English Preparatory School of the university has instructors from various countries with different educational and cultural backgrounds.

Among those, 26 teachers who participated in the survey, 5 of them are native English speaker teachers, 21 of them non-native English speakers from different countries. 4 of the NESTs are American and one of them is British. NNEST group includes 8 Turkish, 1 Algerian, 1 Greek, 1 German, 1 Ukrainian, 3 Iranian, 1 Iraqi, 5 Syrian. Therefore, we can say that the study includes teachers from inner and expanding circle countries of Kachru. Among the 26 participants, 11 are female and 15 are male. The youngest participant is 22, the oldest is 48 and most of the participants are in their 30s.

3.5. Data Collection

The survey designed to collect data for this study has 4 different sections (see Appendix A). The first section begins with the *Background Information* section which aims to gather personal data which was important for the study. Therefore, it includes questions related to the participants' gender, age, nationality, place of birth, experience, the languages they have studied and the countries they have traveled for visiting purposes. The second section is called *Perceptions on Standard English, Accents, and English as a Lingua Franca (ELF)*. It includes different types of questions; a Likert scale questionnaire, yes-no questions, multiple choice questions, and open-ended questions. The questions aim to collect data related to the teachers' perceptions towards issues related to ELF such as Standard English, accent, their familiarity to ELF and their attitudes towards related issues and they also aim to get information on how they evaluate good English, a good learner, and a good communicator. The third section is the *Perception towards Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)*. This section includes mostly open-ended questions to understand the teachers' perceptions related to NESTs and NNESTs and their ideas related to the advantages and disadvantages

of both groups and how they see an ideal teacher. The last part is called *The Factors Affecting the Teachers' Perception* designed as Likert-scale questionnaire. The first questionnaire consists of 16 questions and the second consists of 11 questions with a five-point Likert-type scale and the participants specified their level of agreement or disagreement on the statement of each item from strongly agree (5) to strongly disagree (1) and with an option of neutral/undecided (3). Robson (1993: 256-257), states that the Likert-scale type of questions look interesting to people and therefore, they like to fill in a survey of this type and even more considerably. The open-ended questions are asked to see how teachers relate to this issue personally (Nykänen, 2015: 37). The questions in the survey were developed based on the related literature on ELF; “some of the statements were extracted and adapted from a few of the questionnaires” (Curran & Chern, 2017) and “a number of them were based on the principles associated with ELF” (Allami, Fazilatfar & Rahatlou, 2018: 5). The data was collected through an online questionnaire in order to receive a reasonable amount of answers from the target group and to keep the process anonymous and safe so that the participants could answer the questions honestly.

3.6. Pilot Study

In order to see whether the survey works well and prove the reliability of it, it was pilot tested. According to the feedback and reflections of the participants, the survey questions have been revised in terms of the wording of some of the statements, and simplifying some of the instructions, questions and questionnaire items and clarifying by adding more information in terms of content to some of the questions. The survey also was pilot tested by SPSS Statistics to prove its reliability before the actual study. The research design was revised according to the results of the pilot study to get better results.

This study was pilot tested by using SPSS Statistics version 25. The first phase of the pilot study was done by 4 people and the results were entered into the SPSS for reliability analysis. The Cronbach's Alpha coefficient of the first part was analyzed as .38 and for the second part it was -.26 and the overall score was .58. Therefore the study was repeated by 6 people and the data were entered into SPSS for reliability analysis. This time the results for the first part was .58 with 17 items and the second part was -.26 with 10 items.

Therefore, the questions for the second Likert-scale questionnaire were revised and the wording of the item has been changed and rewritten. “[S]ubtle aspects of question- wording can sometimes make a big difference” (Lavrakas, Krosnick, and Visser, 2000: 241). The edited new version of the questionnaire was conducted with 6 people and the data were entered into SPSS for reliability analysis again. This time, the Cronbach’s Alpha coefficient was .81 with 10 items (Table 3.1).

Table 3.6.1: The Reliability of *Perceptions on Standard English, Accents and English as a Lingua Franca (ELF)*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.732	.725	16

Though 11 items were entered into the SPSS system, item 7 “It is an advantage for students that they have a chance to learn from teachers with different backgrounds” was ignored automatically by the system as all the participants selected strongly agree (5) in their responses. For the first part of the questionnaire, in order to have a better reliability result, one of the questions from the first part removed from the questionnaire. After the removal of the question, the Cronbach’s Alpha coefficient was .73 (Table 3.6.2).

Table 3.6.2: The Reliability of *the Factors Affecting the Teachers' Perception*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.810	.772	10

As the Cronbach's Alpha of a reliable questionnaire should be more than .70, both parts were ready for the real data collection phase of the study. "Even the most carefully designed questionnaires sometimes include items that respondents find ambiguous or difficult to comprehend" (Lavrakas, Krosnick, & Visser, 2000: 241). For the open-ended questions, according to the feedback from the participants who did the survey in the pilot study, one of the questions was deleted and the wording of another one was changed to make it clearer and the acronyms in the questions was changed as some of the participants found it confusing and difficult to concentrate on the questions.

3.7. Conclusion

In this chapter, the research design, setting, and participants, data collection process and instruments were introduced and described in detail to investigate the perceptions and attitudes of instructors who work at a foundation university English preparatory school on English as a Lingua Franca (ELF) and a general introduction to the data analysis was presented. A detailed analysis of the data gathered by the survey from 26 participants will be presented in the next chapter.

CHAPTER 4

RESULTS AND FINDINGS

4.1. Introduction

This chapter will provide the results and findings related to the perceptions and attitudes of Native English Speaker Teachers and Non-native English Speaker Teachers on Standard English, accents, and ELF together with classroom implementation and practices as well as their perception towards NESTs and NNESTs. The data were collected via the survey which includes both open-ended questions and statements suitable for a Likert-scale analysis. The relevant findings will be presented in reference to the research questions asked in Chapter 1.

4.2. Perceptions towards Standard English, Accent and ELF

The results and findings of the survey are presented via figures and tables below. Figure 4.2.1 shows the perception of participant teachers' towards Standard English. It is clear from the chart in Figure 4.2.1, more than half of the teachers believe that there exists a Standard English. Specifically, 65% of the teachers believe that there exists a Standard English and 35% of them do not believe that there exists a Standard English.

Figure 4.2.1: Visual Representation of Teachers’ Perception on the Existence of Standard English

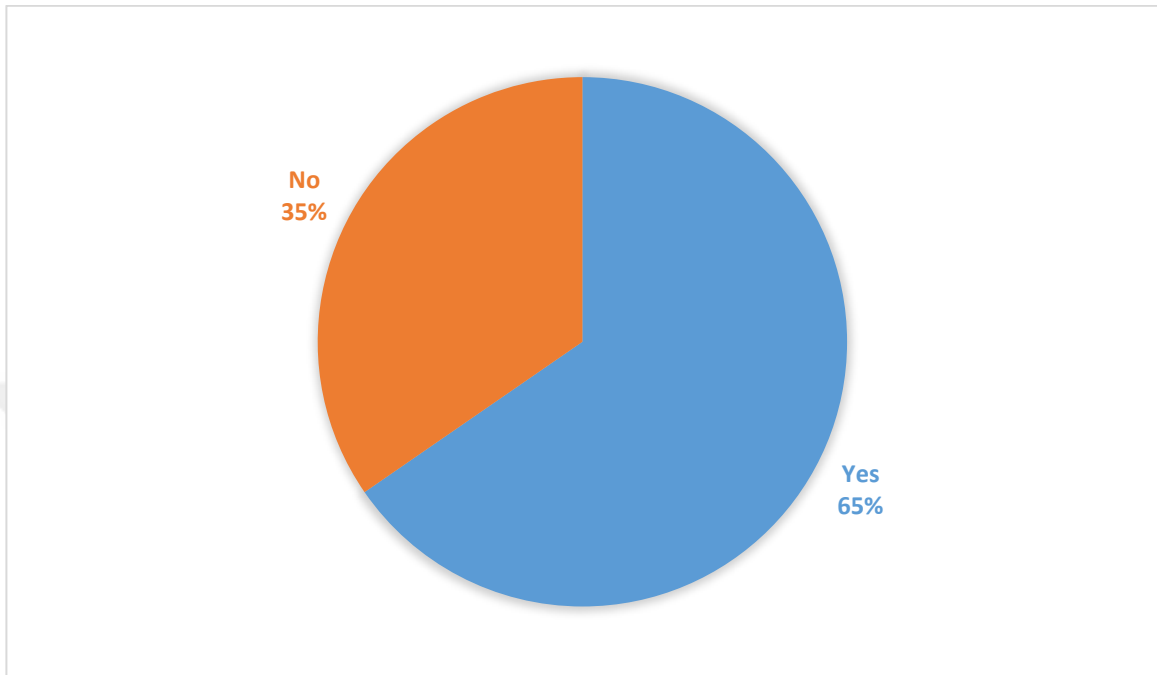


Table 4.2.1: Perceptions on Standard English of NESTs and NNESTs

I believe that there exists a Standard English.						
	NESTs		NNESTs (Turkish)		NNESTs (Other Nationalities)	
	F	%	F	%	F	%
Yes	4	80	4	50	9	69.2
No	1	20	4	50	4	30.8
Total	5	100	8	100	13	100

When they are asked about which they think refers to the Standard English; British, American or other, their responses display something even more interesting. When they refer to other option they explain it as “English language”, “basic structure that is almost the same everywhere”, “defined by other aspects rather than British or American,” which carries elements of ELF. Therefore they will be displayed as ELF in the chart below Figure

4.2.2. These answers constitute 18% of the answers. While 35% believe British English is the Standard English, 29% believe American English is the Standard English and 18% believe both can be considered as the Standard English.

The participants who think there is not a Standard English explain this view by referring to ELF attributes or sometimes giving nearly exact definitions of ELF as the following examples:

- *“English language now doesn’t belong to any nation nor any race. It has transformed into a global commodity owned by everyone using it for specific purposes. Hence, it naturally combines in itself the pieces and traits of its unique users that makes it a non-standard language or tool” directly giving a sort of definition of ELF”. (Informant 1)*
- *“I define the term standard as the language that can be comprehensible under all circumstances, without idiomatic expressions that require cultural knowledge to be deciphered. So I do not attribute standard English to a particular country”. (Informant 10)*
- *“There are multiple Englishes in my opinion, and they are all valid as long as the grammatical structure is correct and the meaning is conveyed in an efficient way”. (Informant 25)*

Others point out the different attributes of ELF such as the qualities of English as a living language and constantly changing by many countries. They believe that the new standards are emerging and the language is constantly changing which is actually the approval of ELF.

- *I believe there are standards of English, but not a singular dominant standard. I believe that there are historic standards with new ones emerging constantly. (Informant 2)*
- *English is “living” language and constantly changing. (Informant 3)*
- *I believe that the standard of English is set by many countries. (Informant 9)*
- *There is no ONE standard English as language keeps developing and since it is the main language in many countries around the world. (Informant 14)*

- *Standard implies specific & agreed upon measures & principles and the existence of two Englishes renders any standard impossible. (Informant 19)*

Figure 4.2.2: Visual Representation of Teachers’ Perception of Standard English

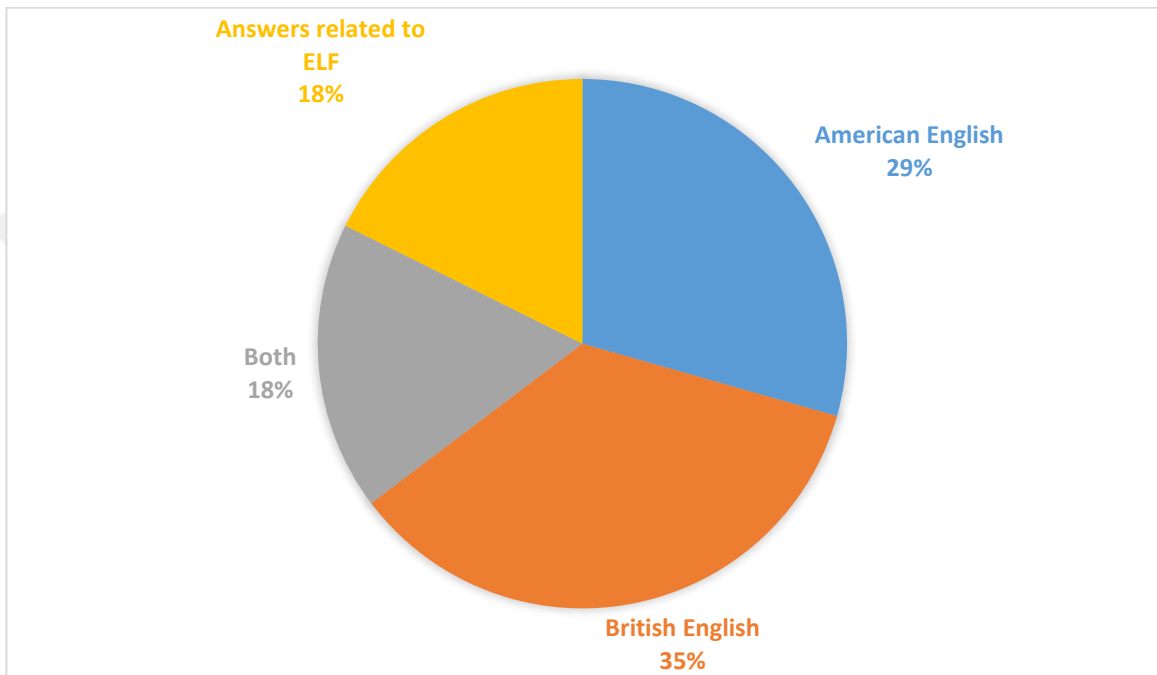


Figure 4.2.3 shows the perception of participant teachers’ perception towards the importance of accent and according to the findings, 54% of the teachers think that accent is not important and 46% of the teachers think that accent is important. When we look at the differences between the perceptions of NESTs and NNESTs, we see that there are not any significant difference between them. As Table 4.2.2 displays, 40% of the NESTs, 50% of Turkish NESTs and 46% of the NESTs from other nationalities believe that accent is important.

Figure 4.2.3: Visual Representation of Teachers' Perception towards the Importance of Accent

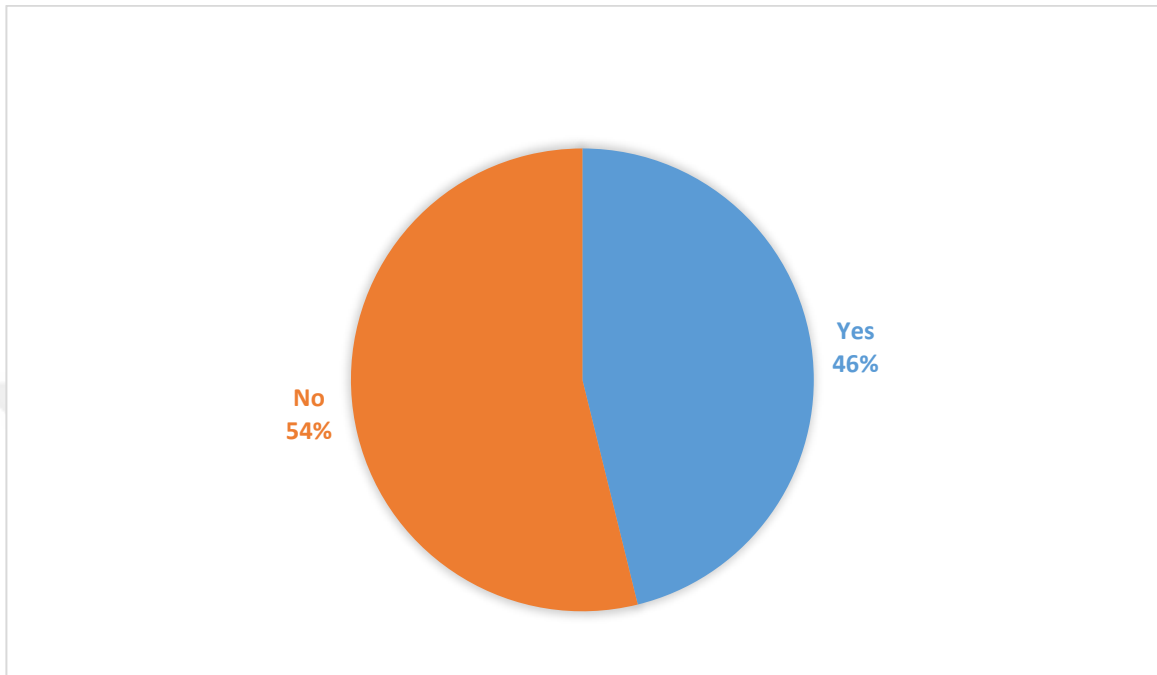


Table 4.2.2: NESTs' and NNESTs' Perception towards the Importance of Accent

I believe accent is important.						
	Native		Non-native (Turkish)		Non-native (Other Nationalities)	
	F	%	F	%	F	%
Yes	2	40	4	50	6	46.2
No	3	60	4	50	7	53.8
Total	5	100	8	100	13	100

When the teachers were asked about the accent they teach in their classes, 50% of them reported that they teach American English. 27% of them prefer teaching British English and 15% say they teach both. Lastly, 4% of them teach their own accent and the other 4% teach others.

The results point out an interesting result that while the majority (35%) of the teachers believe that British English is the Standard English, the majority (50%) of the teachers teach American accent to their students in the classroom.

Figure 4.2.4: Visual Representation of Accent the Teachers Teach the Students

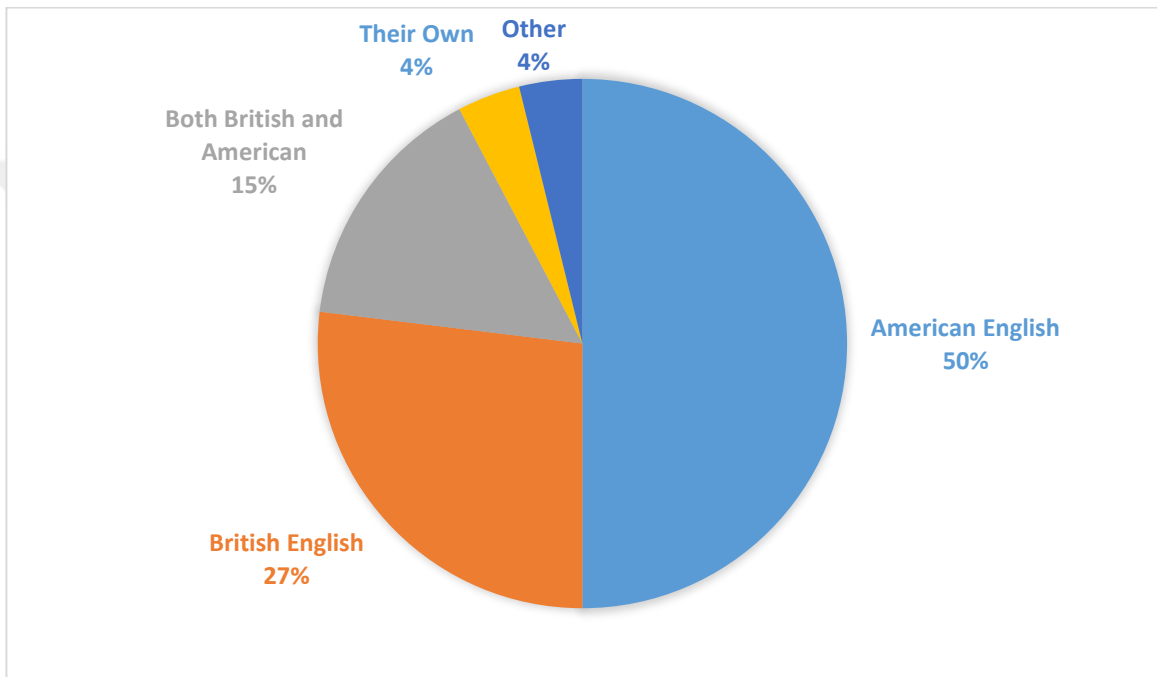


Figure 4.2.5 shows us the teachers' ELF awareness and nearly all of the participants except from 4% of them know ELF. The results reveal that 35% of the teachers have heard the concept but they do not know much about it. On the other hand, 46% of them had read some articles or books about ELF and 14% of the participants studied this subject.

Figure 4.2.5: Visual Representation of Teachers' ELF Awareness

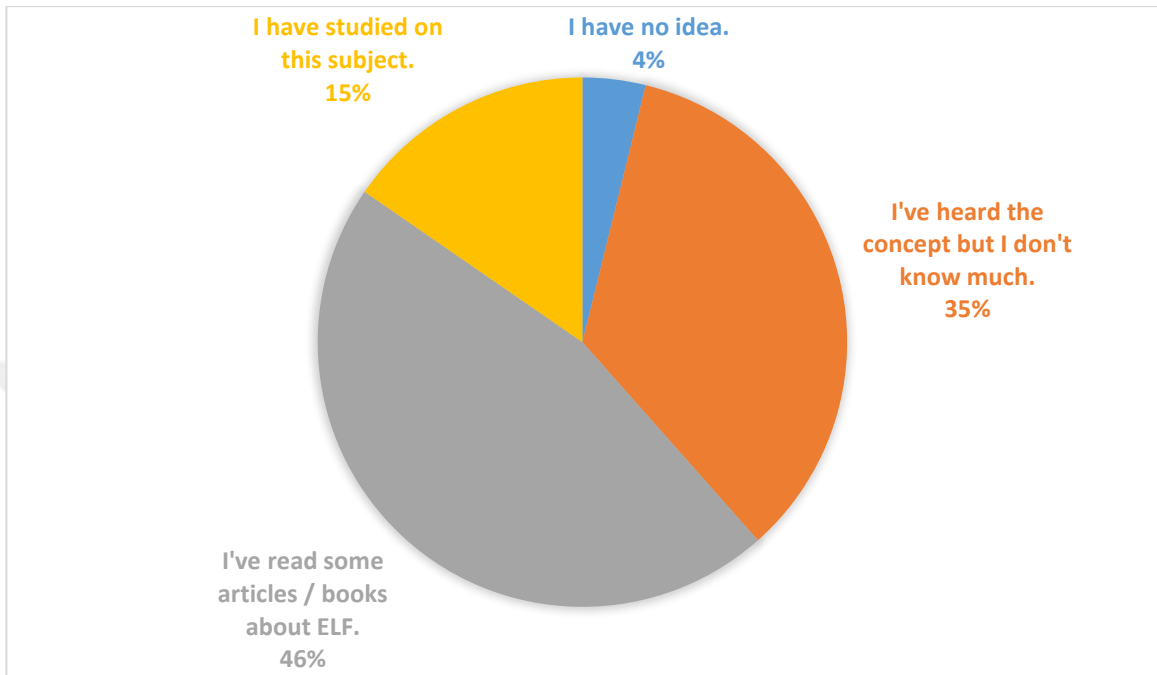
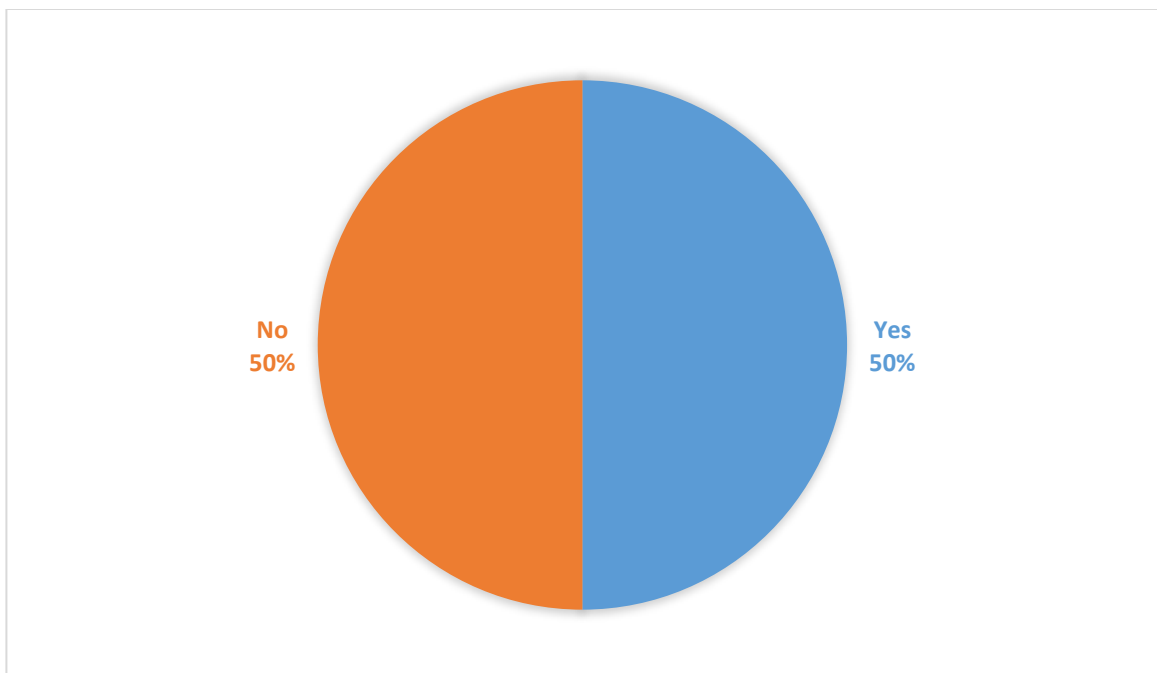


Figure 4.2.6 indicates that ELF was included in half of the teachers' training.

Figure 4.2.6: The Visual Representation of Teachers' ELF Training



The teachers were asked to explain ELF if they were familiar with the concept and more than half of them have given a definition. The definitions are displayed below under four different categories (see Table 4.2.3); (1) the shared, common and mutual language, (2) the global and international language, (3) the language that is used for commercial purposes and trade, (4) different variations of English.

Table 4.2.3: The Teachers' Definitions of ELF

<p>(1) The shared, common and mutual language</p>	<ul style="list-style-type: none"> • <i>“It’s the most common language spoken around the world compared to other languages”</i>. (Informant 5) • <i>“English as a shared language in the world”</i>. (Informant 8) • <i>“refers to the teaching, learning, and use of the English language as a common means of communication for speakers of different native languages”</i>. (Informant 11) • <i>“It is a language or way of communicating which is used between people who do not speak one another’s native language”</i>. (Informant 13) • <i>“It is the use of English as a medium of communication in a particular place among people whose mother tongue is not English”</i>. (Informant 19) • <i>“ELF is used as a common language between people who do not share the same native language”</i>. (Informant 20) • <i>“It signifies the English language being the common language even between people whose native language is not English. A Chinese and an Arab meets and talks in English in the modern world and the language they use is lingua franca”</i>. (Informant 21) • <i>“When two non-native speakers of English use English to communicate for certain purpose”</i>. (Informant 24)
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<p>(2) The global and international language</p>	<ul style="list-style-type: none"> • <i>“I think it means that English is the language of communication worldwide”</i>. (Informant 6) • <i>“English as the well-recognized medium of communication around the world”</i>. (Informant 12) • <i>“English is a global language used among native and non-native people for different purposes”</i>. (Informant 15) • <i>“The use of English globally by people whose native language is not English”</i>. (Informant 16)
<p>(3) The language that is used for commercial purposes and trade</p>	<ul style="list-style-type: none"> • <i>“A tool originated from a language that helps its users fulfill their communicative, trade-related or emotional needs”</i>. (Informant 1) • <i>“It is the language used for business when the speakers don’t share a common language”</i>. (Informant 3) • <i>“English is the language that the world uses to communicate in business, diplomatically or with foreigners entering a different country”</i>. (Informant 9) • <i>“From my understanding, English is the international language used in business, travel, communication, etc. English grammar and vocabulary may not be perfect, but it is enough for effective communication between people from different countries”</i>. (Informant 18)
<p>(4) Different variations of English</p>	<ul style="list-style-type: none"> • <i>“English for the speakers of other languages as a means of communication and exchange without following a particular variety from a specific country”</i>. (Informant 10) • <i>“Off the top of my head; that the dominant interaction pattern these days is English as an additional language speakers speaking with others like them; rather than the conventional viewpoint that learners would primarily need to converse with monolingual “natives”. This shift</i>

in understanding requires the consideration of a mutually intelligible standard of English which differs from dominant “inner-circle” standards (such as US, UK, Australia, for example) and has its own norms and tolerances” (Informant 2).

As it can be seen from the table above, the definition mostly focuses on ELF as a medium of intercultural communication. We can also say that the teachers who are familiar with the concept of ELF and whose ideas match the attributes of ELF are against the idea of Standard English.

Similarly, when the teachers were asked about how they would describe good English, most of them refer to the attributes of ELF and few of them refer to Standard English rules. As Table 4.2.4 reveals, only 15% of the participant teachers refer to minimum errors and native-like English (12% and 4% respectively) which refer to Standard English qualities. All the others define good English by qualities like serving its purpose to achieve one’s goal (23%), effortless communication (4%), comprehensible (42%), effective communication (12%) and that does not hinder communication (4%). These refer to the elements of ELF and this shows that the teachers’ ideas lean towards the ideas and notions of ELF.

Table 4.2.4: Open-ended Responses to the Item Related to the Definition of Good English

How would you define good English?		
	F	%
serve its purpose	6	23.1
effortless communication	1	3.8
comprehensible	11	42.3
effective communication	3	11.5

does not hinder communication	1	3.8
minimum errors	3	11.5
native-like	1	3.8
Total	26	100.0

The answers for the definition of a good communicator matches the ideas of good English. Most of the teachers refer to accomplishing the goal and delivering the message effectively in a clear and understandable way using appropriate communication strategies as well. As long as the meaning is conveyed successfully, they do not care about the mistakes at all. Though there are a few exceptions, who believe a good communicator is the one who makes minimum grammar and vocabulary mistakes and has correct intonation and pronunciation. Table 4.2.5 displays the fact that only 8% of the teachers refer to Standard English by saying minimum errors (4%) and correct intonation and pronunciation (4%). Teachers care more about being clear, concise and understandable (35%) and accomplishing one's goals (15%). They believe delivering messages effectively (12%) and using communicative strategies (23%) are more important than SE rules.

Table 4.2.5: Open-ended Responses to the Item Related to the Definition of Good Communicator

How would you define good communicator?		
	F	%
accomplishing one's goals	4	15.4
clear, concise and understandable	9	34.6
deliver messages effectively	3	11.5
use communicative strategies	6	23.1
who listens a lot	2	7.7
minimum errors	1	3.8

correct intonation and pronunciation	1	3.8
Total	26	100.0

However, what they expect from their students is different from what they think is good English and a good communicator. They expect more from their students and they believe they should learn what is taught in class which refers to Standard English rules, study them later after class and practice them outside class correctly according to the same Standard English norms. Table 4.2.6 displays the thematic grouping of the participant teachers' responses and according to the findings, 15% expect their students to be able to analyze the language, 31% expect their students to use the language that is taught in class, 19% believe that a good language learner needs to work hard. Though a small number, 4% expect a good language learner to sound like a native speaker. They also believe self-motivation is also very important to become a successful learner. Specifically, 23% mentioned self-motivation as the key factor for being a good language learner. Only 8% of the teachers refer to accomplishing one's goal to define a good language learner. These findings reveal that the teachers are demanding in terms of their expectations from their students for being a good language learner.

Table 4.2.6: Open-ended Responses to the Item Related to the Definition of Good Language Learner

How would you define a good language learner?	F	%
accomplishing one's goals	2	7.7
being able to analyze the language	4	15.4
self motivation	6	23.1
study hard	5	19.2
active use of what's learned	8	30.8
sounding like native	1	3.8

Total	26	100.0
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4.3. Perceptions of English Language Teachers towards ELF Implementation in the Classroom Settings

In this study, the participant teachers are also asked about their perceptions about ELF-related classroom implementations in their teaching and whether they would like to include some in the future if they would have any opportunities. Table 4.3.1 shows the responses of the participants on ELF implementation in the classroom settings.

Table 4.3.1: Mean Scores, Standard deviations, Frequencies, and Percentages for the Perceptions of English Language Teachers Towards ELF Implementation in the Classroom Settings

(N = 26)

Items	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is important to introduce different varieties of English in class.	4.31	0.79	0	1 (3.8)	2 (7.7)	11 (42.3)	12 (46.2)
I would like to introduce more varieties of English in class.	4.15	0.88	0	1 (3.8)	5 (19.2)	9 (34.6)	11 (42.3)
We should familiarize our students with real-life use of English in the world.	4.50	0.95	1 (3.8)	0	2 (7.7)	5 (19.2)	18 (69.2)
We should only focus on Standard English for Academic purposes in class.	2.85	1.16	3 (11.5)	8 (30.8)	7 (26.9)	6 (23.1)	2 (7.7)

It is a good idea to add non-native speaker accents in listening comprehension materials.	4.31	1.01	1 (3.8)	1 (3.8)	1 (3.8)	9 (34.6)	14 (53.8)
It is a good idea to add non-native speaker accents in note-taking materials.	4.35	0.98	1 (3.8)	1 (3.7)	0	10 (38.5)	14 (53.8)
It is a good idea to add non-native speaker accents in tests of listening skills.	4.15	1.05	1 (3.8)	1 (3.8)	3 (11.5)	9 (34.6)	12 (46.2)
I think my students will most likely interact with native English speakers in the future.	2.69	1.19	4 (15.4)	8 (30.8)	9 (34.6)	2 (7.7)	3 (11.5)
I think my students will most likely interact with non-native English speakers in the future.	4.12	0.71	0	0	5 (19.2)	13 (50)	8 (30)
I teach my students to talk to native speakers.	3.23	1.14	2 7.7	4 (15.4)	10 (38.5)	6 (23.1)	4 (15.4)
I teach my students to talk to people of other nationalities.	4.19	0.90	0	1 (3.8)	5 (19.2)	8 (30)	12 (46.2)
I think a native speaker as a model for the students hinders their learning motivation.	3.04	1.18	2 (3.8)	8 (30)	6 (23.1)	7 (26.9)	3 (11.5)
Teaching and learning of English are different from	2.77	1.21	4 (15.4)	7 (26.9)	9 (34.6)	3 (11.5)	3 (11.5)

teaching and learning of other languages.

I think there is a mismatch between how English is used in the real world and how it continues to be defined in pedagogic theory and practice.	3.54	1.14	2 (11.5)	2 (11.5)	7 (26.9)	10 (38.5)	5 (19.2)
English only belongs to its native speakers.	1.54	0.90	16 (61.5)	8 (30.8)	1 (3.8)	0	1 (3.8)
Speakers with different L1 (first language) backgrounds can also contribute to English.	4.15	0.97	0	2 (7.7)	4 (15.4)	8 (30.8)	12 (46.2)

Note. Values in parentheses represent percentage (%) of the respondents

Table 4.3.1 above provides descriptive statistics for the perceptions of English language teachers on ELF implementation in the classroom settings. As clearly shown in the table, the overall response scores of the teachers demonstrated that teachers, in general, had a higher level of perceptions for ELF implementation in the classroom settings. More specifically, about 89% of teachers agreed or strongly agreed that it was crucial to provide students different varieties of English in class. Similarly, 79% of teachers said that they were willing to introduce more varieties of English in class. Likewise, many teachers (19% and 69% respectively) agreed and strongly agreed that students should be introduced to authentic and tangible use of English in the world. Moreover, 42% of the teachers would not like to focus only on the Standard English for academic purposes in class while 31% would like to focus only on the Standard English for academic purposes in class and 27% remained neutral. This shows us that teachers are willing to integrate more varieties and uses of English like ELF into the classrooms rather than just focusing on the Standard English for academic purposes and they are aware of the realities of the global world and

their students' needs. When they were asked about integrating non-native speaker accents in listening comprehension and note-taking materials; most of the teachers (88% and 92% respectively) reported that it was a good idea to integrate such materials in class. Even for the tests, the majority, 81% specifically, agreed on that it was a good idea to have non-native accents. The teachers believe that their students will most likely interact with non-native speakers (80%) instead of native speakers (19%) in the future. According to Table 4.3.1, teachers reported that they teach their students more to talk to people of other nationalities or non-native speakers in other words (76%) than to native speakers (39%). These findings show that the teachers take the global spread of English into consideration. More than half of the participant teachers, specifically 58% also think that there is a mismatch between how English is used in the real world and how it continues to be defined in pedagogic theory and practice. Though this is the case, only 23% agree with the statement English is different from teaching and learning of other languages and 42% think it is not different from teaching and learning of the other languages. The native speaker as a model for students is not a favored one among the participant teachers as 38% think native speaker as a model for students hinders their learning motivation while 34% do not agree with this idea. The majority of the participant teachers 92% disagree with the fact that English only belongs to its native speakers and 77% of them believe that speakers with different L1 backgrounds can also contribute to English. According to these findings, it is clear that teachers are aware of the global spread of English and its current status and they are willing to adjust their classrooms accordingly for their students' needs and their ideas are in line with ELF.

4.4. Perceptions of English Language Teachers towards ELF and Related Issues in the ELF Setting

Table 4.4.1 below provides descriptive statistics for the perceptions of English language teachers on ELF implementation in the ELF setting. As clearly shown in the table, the teachers' overall response scores lean towards a higher level of perception for ELF implementation in the ELF setting. More specifically, about 73% of teachers agreed or strongly agreed that working in collaboration with different nationalities in this school

improves their teaching strategies. Additionally, half of the teachers (23% and 27% respectively) agreed and strongly agreed that they frequently allow their students to make mistakes. Similarly, slightly more than half of the teachers (23% and 35% respectively) agreed and strongly agreed that they ignore the mistakes made by their colleagues in the classroom. They feel comfortable working with both NESTs and NNESTs (96% and 87% respectively). All of them (100%) think that having a chance to learn English from teachers with different backgrounds is an advantage for students. They believe that international students affect both the learning atmosphere and the teachers themselves positively (92% and 77% respectively). When it comes to teaching the same class with NESTs and NNESTs 46% and 46% respectively affect them positively while 50% and 54% respectively remain neutral. We can say that being in an ELF setting mostly has a positive effect on teachers.

Table 4.4.1: Mean Scores, Standard deviations, Frequencies, and Percentages for the Perceptions of English Language Teachers towards ELF Implementation in the ELF Setting

(N = 26)

Items	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Generally, working with people from different nationalities in this school has affected my teaching positively.	4.12	0.82	0	0	7 (26.9)	9 (34.6)	10 (38.5)
Teaching students from different nationalities in this school has affected my teaching positively.	4.42	0.58	0	0	1 (3.8)	13 (50)	12 (46.2)
In this school, I am tolerant of students' mistakes more.	3.58	1.10	0	5 (19.2)	8 (30.8)	6 (23.1)	7 (26.9)
I am fine when my colleagues make mistakes in English.	3.62	1.33	2 (7.7)	4 (15.4)	5 (19.2)	6 (23.1)	9 (34.6)

I feel comfortable working with Native English Speaker Teachers.	4.69	0.55	0	0	1	6	19
					(3.8)	(23.1)	(73.1)
I feel comfortable working with Non-native English Speaker Teachers.	4.58	0.70	0	0	3	5	18
					(11.5)	(19.2)	(68.2)
It is an advantage for students that they have a chance to learn from teachers with different backgrounds.	5.00	0.00	0	0	0	0	26
							(100)
The presence of international students affects learning atmosphere positively.	4.73	0.60	0	0	2	3	21
					(7.7)	(11.5)	(80.8)
The presence of international students affects me positively in class.	4.50	0.86	0	0	6	1	19
					(23.1)	(3.8)	(73.1)
Teaching the same class with a Native English Speaker Teacher affects me positively.	3.65	1.02	1	0	13	5	7
					(50)	(19.2)	(26.9)
Teaching the same class with a Non-native English Speaker Teacher affects me positively.	3.73	0.87	0	0	14	5	7
					(53.8)	(19.2)	(26.9)

Note. Values in parentheses represent percentage (%) of the respondents

4.5. Differences between the Native Speaker Teachers' and Non-native Speaker Teachers' Perceptions towards English as a Lingua Franca in the Classroom

There were two variables included in this analysis: dependent and independent variable (see Table 4.5.1). The dependent variable was the teachers' perceptions towards English as a Lingua Franca in the classroom whereas the independent variable had three levels: native teachers, non-native Turkish teachers, and non-native teachers of other nationalities. The p-value 0.05 was taken as a level of significance in this analysis, as well as the analyses followed.

Table 4.5.1: Means and Standard Deviations for the Three Groups of Teachers and One Dependent Variable

Variable	Native		Non-native Turkish		Non-native Other	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Perceptions on English as a Lingua Franca in the classroom	3.80	.15	3.41	.48	3.68	.40

A one-way between-groups analysis of variance was conducted to explore the difference between the native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the classroom. As clearly shown in Table 4.5.2, there was not a statistically significant difference in the perception scores for the three groups $F(2, 23) = 1.81, p > 0.05$. Since no significant difference was observed between groups, a post-hoc comparisons test was not examined. The analysis result showed that the native teachers ($M=3.80; SD=.15$) did not significantly differ from non-native Turkish teachers ($M=3.41; SD=.48$) and non-native other teachers ($M=3.67; SD=.40$). Furthermore, non-native Turkish teachers ($M=3.41; SD=.48$) did not significantly differ from non-native other teachers ($M=3.67; SD=.40$). Based on these results, it could be concluded that native and non-native teachers tend to have similar perceptions towards English as a Lingua Franca in the classroom.

Table 4.5.2: One-Way Analysis of Variance Summary Table for the Effects of Being Native and Non-native Teachers on ELF Perceptions in the Classroom

Source	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between-group	2	.57	.29	1.81	.186	.136
Within-group	23	3.63	.16			
Total	25	4.20				

4.6. Differences between the Native Speaker Teachers' and Non-native Speaker Teachers' Perceptions towards English as a Lingua Franca in the ELF Setting

There were two variables included in this analysis: dependent and independent variable (see Table 4.6.1). The dependent variable was the teachers' perceptions towards English as a Lingua Franca in the ELF setting whereas the independent variable had three levels: native teachers, non-native Turkish teachers, and non-native other teachers.

Table 4.6.1: Means and Standard Deviations for the Three Groups of Teachers and One Dependent Variable

Variable	Native		Non-native Turkish		Non-native Other	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Perceptions on English as a Lingua Franca in the ELF setting	4.58	.33	4.00	.27	4.25	.51

A one-way between-groups analysis of variance was conducted to explore the difference between the native speaker teachers' and non-native speaker teachers' perceptions towards English as a Lingua Franca in the ELF setting. As clearly shown in Table 4.6.2, there was not a statistically significant difference in perception scores for the three groups $F(2, 23) = 3.03, p > 0.05$. Since no significant difference was observed between groups, post-hoc comparisons test was not analyzed. The analysis result showed that the native teachers ($M=4.58; SD=.33$) did not significantly different from non-native Turkish teachers ($M=4.00; SD=.27$) and non-native other teachers ($M=4.25; SD=.51$) in terms of their perceptions towards English as a Lingua Franca in the ELF setting. Furthermore, non-native Turkish teachers ($M=4.00; SD=.27$) did not significantly different from non-native other teachers ($M=4.25; SD=.51$). Based on these results, it could be stated that native and non-native teachers tended to have similar perceptions towards English as a Lingua Franca in the ELF setting.

Table 4.6.2: One-Way Analysis of Variance Summary Table for the Effects of Being Native and Non-native Teachers on ELF Perceptions in the ELF Setting

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Between-group	2	1.05	.52	3.03	.068	.21
Within-group	23	3.98	.17			
Total	25	5.03				

4.7. The Impact of Gender and Teaching Experience on Teachers' Perception towards English as a Lingua Franca in the Classroom

The assumption, Leven's test of equality of error variance, was non-significant (larger than .05), meaning that the variance of gender and age across the groups is equal. Therefore, there is no need to set a more stringent significant level like .01. This result illustrates that the homogeneity of variance assumption is not violated.

A two-way between-groups analysis of variance was conducted to explore the effect of sex and age on ELT teachers' perceptions towards English as a Lingua Franca in the classroom. Participants were divided into three groups according to their age (Group 1: 25-29; Group 2: 30-34; Group 3: 35 years and above) (see Table 4.7.1). As clearly shown in Table 4.7.2, the interaction effect between gender and age group was not statistically significant, $F(2,20) = .73, p > .05$. There was not a statistically significant main effect for neither age, $F(2,20) = .58, p > .05$ nor gender, $F(2,20) = .51, p > .05$. Since not the main effect for age and gender was reached, there was no need to run post-hoc comparisons. This result suggests that male and female teachers tend to have similar perceptions towards English as a Lingua Franca in the classroom. Similarly, as teachers' age increase or decrease, their perceptions towards English as a Lingua Franca in the classroom do not significantly change.

Table 4.7.1: Means and Standard Deviations for Age as a Function of Gender in the Classroom

Age	Gender			
	Female		Male	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Group 1 (25-29)	3.77	0.56	3.81	0.09
Group 2 (30-34)	3.61	0.40	3.63	0.35
Group 3 (35 and above)	3.75	0.44	3.28	0.51

Table 4.7.2: Summary Table for Two-Way Analysis of Variance of the Effects of Gender and Age on ELF Perceptions in the Classroom

Source	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Gender	1	.089	.089	.51	.486	.025
Age	2	.205	.102	.58	.57	.055
Gender x Age	2	.255	.127	.73	.50	.067
Within cells	20	3.55	.177			
Total	26	344.50				

4.8. The Impact of Gender and Teaching Experience on Teachers' Perceptions towards English as a Lingua Franca in the ELF Setting

The assumption, Leven's test of equality of error variance, was non-significant (larger than .05), meaning that the variance of gender and age across the groups is equal. Therefore, there is no need to set a more stringent significant level like .01. This result indicates that the homogeneity of variance assumption is not violated. This assumption is important as it shows whether the variance between the two groups are equal or not.

A two-way between-groups analysis of variance was conducted to explore the effect of sex and age on ELT teachers' perceptions towards English as a Lingua Franca in the ELF setting. Participants were divided into three groups according to their age (Group 1: 25-29; Group 2: 30-34; Group 3: 35 years and above) (see Table 4.8.1). As clearly shown in Table 4.8.2, the interaction effect between gender and age group was not statistically significant, $F(2,20) = .91, p > .05$. There was not a statistically significant main effect for neither age, $F(2,20) = .86, p > .05$ nor gender, $F(2,20) = 1.72, p > .05$. Since no main effect for age and gender was reached, there was no need to run post-hoc comparisons. This result suggests that male and female teachers tend to have similar perceptions towards English as a Lingua Franca in the ELF setting. Similarly, as teachers age increase or decrease, their perceptions towards English as a Lingua Franca in the ELF setting do not change significantly.

Table 4.8.1: Means and Standard Deviations for Age as a Function of Gender in the ELF setting

Age	Gender			
	Female		Male	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Group 1 (25-29)	4.25	0.54	3.68	0.32
Group 2 (30-34)	4.18	0.62	4.23	0.40
Group 3 (35 and above)	4.50	0.45	4.45	0.20

Table 4.8.2: Summary Table for Two-Way Analysis of Variance of the Effects of Gender and Age on ELF Perceptions in the ELF Setting

Source	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>	η^2
Gender	1	.175	.175	.86	.364	.041
Age	2	.699	.349	1.72	.205	.147
Gender x Age	2	.367	.184	.91	.420	.083
Within cells	20	4.07	.203			
Total	26	471.95				

4.9. Perceptions of Teachers' towards Issues Related to being a NEST or a NNEST

This study aimed to find out about teachers' perceptions related to the issues of being a NEST or a NNEST. They were asked about whether they see discrimination between NESTs and NNESTs and whether there should be discrimination between them or not. They were also asked about their perceptions towards NESTs and NNESTs and the advantages of each group and how the ideal teacher should be like.

4.9.1. Teachers' Perceptions towards Being an Ideal Teacher

When teachers were asked to describe the ideal teacher, certain themes appeared in the answers. Most of them mentioned qualities like being knowledgeable, passionate and motivated, a good facilitator and helper, a good model and guide. Some also mentioned qualities like being patient, and professional together with saying that an ideal teacher should discover and explore potentials of their students and teach them learner autonomy. (See Table 4.9.1.1)

Table 4.9.1.1: Teachers’ Perception towards Being an Ideal Teacher

<p>(1) Knowledgable</p>	<ul style="list-style-type: none"> • <i>“One that understands the language, it’s rules, how to bend and break them. Understands idiomatic language and also has a pedagogical understanding of language learning.”</i>(Informant 9) • <i>“Good command of the language and good teaching skills.”</i>(Informant 10) • <i>“Knowledgeable”</i> (Informant 7)
<p>(2) Passionate, motivated</p>	<ul style="list-style-type: none"> • <i>“They should also be passionate and motivated.”</i>(Informant 9) • <i>“A self-motivated, enthusiastic and hard-working teacher who takes the student’s learning process as part of their own education.”</i> (Informant 25)
<p>(3) Good facilitator, good helper and being a model</p>	<ul style="list-style-type: none"> • <i>“A good facilitator and a good helper.”</i> (Informant 4) • <i>“Good support in language learning”</i> (Informant 8) • <i>“Acts as a guide and facilitator in class”</i>(Informant 13) • <i>“An ideal English teacher guides and makes the students believe in achieving the goals, helps them overcome the problems when they have difficulty in learning.”</i> (Informant 20) • <i>“A teacher who can guide his/her students to produce an authentic language. He/She can keep his/her students motivated”</i> (Informant 24) • <i>“A good user of the language itself. Besides, he is able to contextualize the language and show the students how to use it communicatively in real life.”</i> (Informant 6)

(4) Discover and explore potentials, teach learner autonomy	<ul style="list-style-type: none"> • “Encouraging and inspiring students to discover and then explore their potentials, equipping them with the necessary abilities to learn and use what they learn.” (Informant 1) • “Who provides students with opportunities to show them what they know and what they don’t and plan according to their needs. Teaches not only formal English but also anything that can help and ease students communication in real life.” (Informant 5)
(5) Professional	
(6) patient	

4.9.2. Discrimination between NESTs and NNESTs

When teachers are asked about whether they think there is a discrimination between NESTs and NNESTs, most of them, specifically 73% believe that there is a discrimination between NESTs and NNESTs. 80% of the NESTs, 75% of Turkish NNESTs and 77% of the other NNESTs believe that there is a discrimination between NESTs and NNESTs (see Table 4.9.2.1).

Table 4.9.2.1: Perception of NESTs and NNESTs on the discrimination between NESTs and NNESTs

Do you think there is a discrimination between Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)?						
	Native		Non-native (Turkish)		Non-Native (Other Nationalities)	
	F	%	F	%	F	%
Yes	4	80	6	75	10	76.9
No	1	20	2	25	3	23.1
Total	5	100	8	100	13	100

When they were asked about the reasons for the discrimination, the most common answers were related to the management issues and appearance as having NESTs is a good way to advertise the institution and attract students and their parents. Though these views were seen and explained by the teachers as “ignorant” (Informant 18), “perspectives influenced by archaic methodologies and judgments” (Informant 1), “developing and underdeveloped countries suffer from an inferiority complex towards the Western Culture” (Informant 6). Their preference was explained by their accent and authenticity as well. Another common thing mentioned in the responses was the difference in salaries that the NESTs get a higher salary than NNESTs. (See Table 4.9.2.2).

Table 4.9.2.2: Reasons and Aspects of Discrimination between NESTs and NNESTs

<p>(1) perception of NESTs as better English teachers</p>	<ul style="list-style-type: none"> • <i>“Unfortunately NESTs are highly considered as proficient teachers despite the fact that most of them don’t have good teaching qualifications or experience. Moreover, it has something to do with the common concepts related to their country of origin or culture. For example, developing or underdeveloped countries suffer from an inferiority complex towards the Western Culture.”</i> (Informant 6) • <i>“Because native speakers are believed to be best teachers as they get to teach their mother tongue.”</i> (Informant 19)
<p>(2) advertisement purposes</p>	<ul style="list-style-type: none"> • <i>“Employers (schools) want to make money. And the perception is that native speakers are better than non-native speakers. This draws in students and their family to study at a particular school with native speakers.”</i> (Informant 3) • <i>“it’s a matter of image (advertisement).”</i> (Informant 10)

	<ul style="list-style-type: none"> • “Employers may want to attract students.” (Informant 13) • “Because students and parents think having NEST is ‘cooler’, institutions tend to hire them more.” (Informant 16)
(3) better models, authenticity	<ul style="list-style-type: none"> • “Employers and learners tend to prefer native speakers because they see them as better models.” (Informant 10) • “The authenticity (speech) of the native teacher may bring, the culture context.” (Informant 13)
(4) Salary	<ul style="list-style-type: none"> • “Native speakers get higher salaries for the same qualifications and job as native speakers.” (Informant 14)

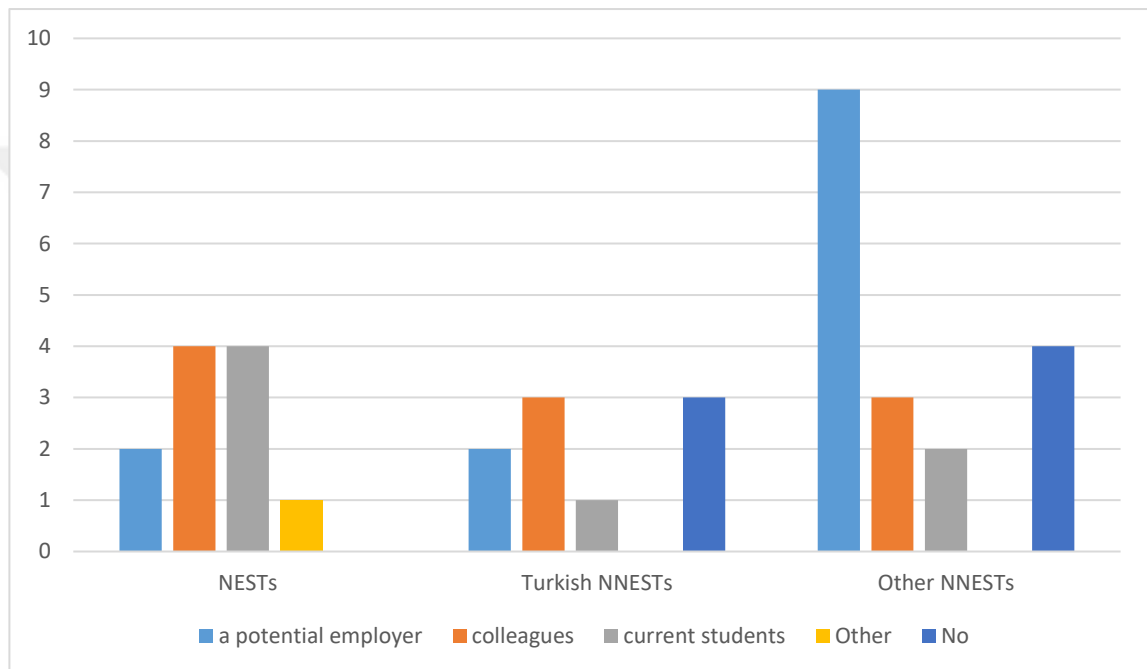
The teachers were also asked about whether their level of expertise has ever been questioned by a potential employer, colleagues, current students or others. NESTs expressed that they are mostly questioned by either colleagues or current students than a potential employer and none of the NESTs mentioned “No” as an answer. Among the NESTs, two of them selected the option of “other”. One of them mentioned previous management from another institution questioned the level of expertise and the other one point out something interesting related to the NEST image.

I believe there’s a reverse discrimination in some contexts, due to the prevalence of the “native backpacker” teacher; who accepts below market pay to earn money while travelling and spreads the image of the untrained, undisciplined, uninterested teacher. This harms the image of all teachers from abroad and lowers our profile in the eyes of students and staff.
(Informant 2)

Turkish NESTs were questioned mostly by their colleagues or equally, they have given the answer “No”. They mentioned a potential employer next and lastly one person mentioned current students. Other NNESTs mostly were questioned by a potential employer, though they also mentioned colleagues, current students and they have never

been questioned by anyone, the percentage is low when compared to a potential employer option. (See Figure 4.9.2.1)

Figure 4.9.2.1: Responses for the Question Related to the Level of Expertise Being Questioned



When the teachers were asked whether there should be discrimination between NESTs and NNESTs, except from 3 teachers; 1 Turkish and 2 other NNESTs all the teachers agreed that there should not be any discrimination between NESTs and NNESTs mentioning that they are both good teachers and have different skills to offer their students. One of the teachers who think that there should be discrimination between NESTs and NNESTs explained,

I believe it depends on what you're looking for and how much importance you give to it. If you think it affects the learning process, then why not prefer one over the other. It might also depend on your understanding of a language learning process. I wouldn't find it fully wrong if a native speaker was preferred over a non-native. (Informant 5)

The other one argues that discrimination should be reversed by saying “*Yes, native teachers are usually less qualified*” (Informant 22).

4.9.3. Advantages of Being a NEST and a NNEST

The responses from the NESTs and NESTs for the questions related to the advantages of NESTs and NNESTs were not different from each other. For NNESTs, the advantages that are mentioned by the participant teachers were mostly related to understanding students’ needs and learning journey because they have had the same experience and therefore empathize with the students. Other responses can be categorized into the following themes; foreseeing the mistakes, seeing a model that people from other nationalities could speak good English, developing listening skills, better grammar teaching. Some consider the NNESTs as only Turkish teachers or the teachers who belong to the same community with the students and they mentioned that the students would feel L1 confidence and shared background with the teacher. Some said that the advantages that NNESTs are the same with NESTs. (See Table 4.9.3.1).

Table 4.9.3.1: Perceptions of Teachers’ on the advantages of being a NNEST

<p>(1) Empathize and understand students better</p>	<ul style="list-style-type: none"> • <i>“More connection, more attachment, more sincerity, understanding students needs and learning journey beyond all.”</i> (Informant 1) • <i>“They tend to speak multiple languages, and therefore have better systems knowledge of how languages function and why. They have learned (at least) two languages, and therefore are a proven window into techniques of language learning and can practically demonstrate them. They (usually) understand the learners' language and culture, and can mediate between that and the new</i>
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	<p><i>language/culture and anticipate areas of difficulty.”</i> (Informant 2)</p> <ul style="list-style-type: none"> • <i>“NNESTs know how to teach a language better because they have been through the same experience, besides, they know what is important and what is not.”</i> (Informant 6) • <i>“Having been through the learning process they can relate directly to students.”</i> (Informant 9) • <i>“They can share their own experiences as learners of English.”</i> (Informant 10) • <i>“They know how second languages are learned from experience and that helps them identify problems that face students and find solutions for them.”</i> (Informant 15)
(2) Foresee mistakes	<ul style="list-style-type: none"> • <i>“They can foresee what mistakes, difficulties their students might have.”</i> (Informant 4) • <i>“Teacher might understand the needs and predict issues students might have since the teacher could have experienced similar similar circumstances.”</i> (Informant 12) • <i>“Predicting & detecting learning difficulties & challenges and benefiting from them to adapt the information to overcome those learning issues.”</i> (Informant 19) • <i>“easier identification of the source of mistakes.”</i> (Informant 25)
(3) Students would feel L1 confidence	<ul style="list-style-type: none"> • <i>“Students sometimes feel a little more comfortable when they know that their teacher can communicate with them using their L1 if they cannot get their point across using L2.”</i> (Informant 5)

(4) Develop better listening skills	<ul style="list-style-type: none"> • <i>“The students will develop better listening skills.”</i> (Informant 8)
(5) Proof of success to become a good English speaker	<ul style="list-style-type: none"> • <i>“First-hand knowledge of learning the language.”</i> (Informant 7) • <i>“They represent an achievable and realistic model for students to work towards.”</i> (Informant 2) • <i>“They can serve as a role model because if they could do it, learners also can.”</i> (Informant 10) • <i>“They are better in order to prove students the different nationalities could speak English.”</i> (Informant 11) • <i>“being a role model for the students who lose hope in achieving the language learning.”</i> (Informant 25)
(6) Shared background	<ul style="list-style-type: none"> • <i>“are more culturally aware as to what students might expect.”</i> (Informant 2)
(7) Better grammar teaching	<ul style="list-style-type: none"> • <i>“Teaching grammar, recognizing similarities between L1 and L2.”</i> (Informant 9) • <i>“better grammar instruction.”</i> (Informant 23)
(8) Same with NESTs	<ul style="list-style-type: none"> • <i>“I’d say the same advantages a native teacher would bring.”</i> (Informant 13) • <i>“There are no differences between native or non-native.”</i> (Informant 20)

For NESTs, the advantages are mostly related to authentic language, authentic pronunciation and accent. They are considered to be the model and they know the nuances of the languages. They are also considered to be better at teaching vocabulary (see Informant 16 for an example). According to the responses from the participant teachers, the students can do good listening and speaking practice with them. This will also boost students confidence when they see how well they can communicate with a native speaker.

Some, like it was with the advantages of NNESTs, said that the advantages of NESTs are the same with NNESTs. (See Table 4.9.3.2).

Table 4.9.3.2: Perceptions of Teachers’ on the advantages of being a NEST

<p>(1) Authentic language, pronunciation, and accent</p>	<ul style="list-style-type: none"> • <i>They can teach the authentic language. (Informant 3)</i> • <i>Authentic source for pronunciation, everyday language as well as social appropriateness. (Informant 6)</i> • <i>Students have access to naturally spoken and written language. (Informant 9)</i> • <i>They can be good models for pronunciation, natural use of the language (more useful for higher levels). (Informant 10)</i> • <i>Providing learners with natural input of the language. Providing learners with authentic pronunciation & linguistic input, thereby simulating the language acquisition process which occurs when children build their language while growing up. (Informant 19)</i> • <i>They offer a very good model of (probably) one particular variety of English pronunciation. (Informant 2)</i>
<p>(2) Culture</p>	<ul style="list-style-type: none"> • <i>Students have access to culture. (Informant 9)</i> • <i>They can share cultural information with learners. (Informant 10)</i> • <i>more exposure to the target language culture. (Informant 23)</i>
<p>(3) Practice</p>	<ul style="list-style-type: none"> • <i>To practice (for club). (Informant 22)</i>
<p>(4) Boost confidence</p>	<ul style="list-style-type: none"> • <i>This might boost students confidence when they realize how much they can communicate with a native speaker of the language. (Informant 5)</i>

	<ul style="list-style-type: none"> • <i>His/Her presence may increase their confidence.</i> (Informant 24)
(5) Teaching vocabulary	<ul style="list-style-type: none"> • <i>They can be better at teaching vocabulary while NNESTs are better at explaining grammar points.</i> (Informant 16)
(6) No difference	<ul style="list-style-type: none"> • <i>There are no differences between native or non-native.</i> (Informant 20)

Similarly, the teachers were also asked about in what way they think their students take them as a role model to see their self-perception and whether there are any similarities or differences between their perceptions towards the advantages of being a NEST or a NNEST. NESTs reflect similar ideas with the advantages mentioned in the advantages of being a NEST such as pronunciation, the way they speak and modeling the language.

- *I think they do try to model their language after mine. I notice they use some expressions that I commonly use.* (Informant 18)
- *For pronunciation.* (Informant 7)
- *The way I speak and conduct myself.* (Informant 9)

NNESTs reflect some of the ideas from the advantages of being a NNEST such as being a real example or the proof of success to become a good English speaker, the shared cultural background and sharing experiences as they have been through the same process and being able to empathize and understand students better.

- *As a Friend, Brother, Citizen, Teacher and an experience sharing tool.* (Informant 1)
- *In learning a foreign language successfully without giving up your values and principles.* (Informant 6)
- *being able to achieve a very high level of English as a non-native speaker of English.* (Informant 14)
- *learning the language the way I learnt it.* (Informant 15)
- *My experience learning English as a non-native speaker.* (Informant 23)

Different from the mentioned advantages of NNESTs, they mentioned accent, the way they, the pronunciation skills for the attributes that their students take them as role models.

- *Native-like accent despite being a non-native.* (Informant 5)
- *In my accent and my way of speaking.* (Informant 8)
- *pronunciation skills.* (Informant 16)
- *Probably my pronunciation and the vocabulary I use is copied by them.* (Informant 21)

4.10. Conclusion

In this chapter, the findings of the quantitative data collected from the survey questions and the qualitative data received from the open-ended question responses were presented and analyzed. For each item, the distribution of responses was analyzed with ANOVA test and the results showed no significant difference between the groups of NESTs or NNESTs or gender or experience or age. The data that were related to the ELF and related issues and perceptions towards NESTs and NNESTs were presented as well. The discussion of the findings and results of the study compared to the other findings and results in the related literature will be presented in the next chapter.

CHAPTER 5

DISCUSSION OF FINDINGS AND CONCLUSION

5.1. Introduction

This chapter will present the discussion of the findings in relation to research questions and with reference to relevant literature, a summary of the study, limitations of the study, pedagogical implications of the study and recommendations for the future studies.

5.2. Discussion of the Findings in Relation to Research Questions and with Reference to Relevant Literature

The results of this study are both encouraging and contradictory as there is a kind of tendency to ELF related-ideas but still the embracement of SE is very strong and it does not seem to be easy to overcome. Still, the participant teachers are aware of the spread of English worldwide and the emergence of the new varieties. They are eager to include more to their classrooms and they believe that whether native or non-native, teachers have different skills to offer to the students in the class.

5.2.1. The Perceptions of English Language Teachers towards ELF and Related Issues in the ELF Setting

For the first research question of the study, a questionnaire was administered to the native and non-native teachers working in an English preparatory school in a foundation university to identify their perceptions towards ELF and related issues in an ELF setting as they work together in an ELF setting. Baird & Baird (2018: 541) suggested “future ELF research is likely to involve engagement with this multiplicity through more open investigations of the interactions between constructs, social environments and people’s contextualized perceptions and practices”.

5.2.1.1. Knowledge of ELF

According to the results of the study, 46% of the participant teachers have read some articles or books about ELF and 35% of them have heard the concept but they do not know much about the concept. Half of the teachers reported that ELF had been included in their training. These findings are close to the findings of Akyel and İnceçay's study (2014) but ELF was covered in the training of their participant teachers. Therefore, we might conclude, like Akyel and İnceçay (2014), that the participants of this study "are not well informed and not very much interested in the concept" (Ibid: 5).

Though the participant teachers have limited knowledge related to the concept of ELF, they manage to provide a valid definition of the term. Some of them even give a very detailed definition of ELF in their answers. They refer to English as an international language, English as a global language, or English as a world language" as Majanen's (2008) definition. They also provide Seidlhofer's (2004: 211) and Firth's (1996: 240) definition of ELF as "a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication". The themes that come out of their definitions mostly match with the themes of Bayyurt, Deniz, and Özkan's (2016) study like the themes of the shared, common mutual language, the global and international language, the language that is used for commercial purposes and trade, different variations of English. We can conclude that they are aware of the global status of English in the modern world and they showed that they are aware of the new varieties of the language which is a promising result of this study.

5.2.1.2. Perception of Standard English

The findings of this study revealed that more than half of the teachers are still in favor of Standard English. As Dewey (2014: 18) suggests "teachers orientation to standard language norms is very strong". This result is in line with the findings in the previous studies of Akyel and İnceçay (2014), Bayyurt, Deniz, and Özkan (2016), Decke-Cornill

(2003), Timmis (2002), Dewey (2012), İnal and Özdemir (2015), Jameson (2013), Jenkins (2007), Nykänen (2015), Ranta (2010), Sifakis and Sougari (2005), Soruç (2015).

When they were asked about which dialect they consider to be the Standard English variety, they responded British English (35%), American English (29%) or both (18%). This result of the study is in line with the results of Trudgill and Hannah (1982: 1-2) and Nykänen (2015: 62). Dewey (2014: 17) and Suzuki (2011: 151) ascribe this to “deeply ingrained beliefs that there is a single useful form of English for international communication..., i.e., American and British English (in their eyes)”.

5.2.1.3. Perception of Accent

Though the teachers were in favor of SE, they do not think the accent is so important: 54% believe that accent is not important. When they were asked in which accent they teach, their answers changed surprisingly. While British English is more popular for Standard English, American English is taught in class more. According to the findings of the study, they teach American English (50%) mostly and British English (27%) and both (15%). The results of Ranta’s study (2010) were similar as her participants considered British and American as the best model for the students due to the native speaker dominant teaching materials and the widespread use of these varieties all over the world; they are considered the standard varieties of English.

When teachers are asked about their definition for a good communicator, they described it as “clear, concise and understandable” (35%), “use communicative strategies” (23%), “accomplishing one’s goals” (15%) and “delivers messages effectively” (12%). Only one of the participant teachers referred to correct intonation and pronunciation and only of them referred to minimum errors. When teachers are asked about their definition for good English, only one of them referred to native-like and most of them focused on “serving its purpose” (23%), “comprehensible” (42%) and “effective communication” (12%). It can be concluded from the findings that the teachers are aware of the global use of English and their expectations match the real world use of English and ELF but these findings of

the study contradict the findings of Sifakis and Sougari (2005) whose participants consider native-like speaking very important.

5.2.1.4. Perceptions of English Language Teachers towards Making Mistakes

In their research findings, Akyel and İnceçay (2014: 7) revealed that teachers consider that “if their awareness is raised about this concept [ELF], they will be more tolerant towards different cultures and errors in terms of Standard English norms made during their teaching practice”. They commented on this issue, “Hence, the universities in Turkey have become multicultural environments. As a result, in order to meet the needs of these visiting students, language teachers should be aware of ELF which gives flexibility to Standard English norms” (Ibid: 6).

As the research was conducted in a multicultural environment, as Akyel and İnceçay also pointed out, in terms of both international students and teachers from all over the world, it was worth researching for. When the teachers were asked if they were tolerant to students’ mistakes more in this school, they approved and 50% of them say they are more tolerant to students’ mistakes in this school, which corroborate Akyel and İnceçay.

5.2.2. The Perceptions of English Language Teachers towards ELF Implementation in the Classroom Setting

For the second research question of the study, a questionnaire including Likert-scale statements and open-ended questions was administered in order to investigate their perception towards ELF implementation in the classroom practices.

Though the teachers were in favor of Standard English, surprisingly they are open to ELF ideas and implementations in a classroom setting. The findings of the study show the eagerness of the teachers to introduce more varieties of English in class (89%) and they do not want to just focus on the Academic English and standard norms (42%) but familiarize students with the global use of English in the real world. Nykänen’s (2015) study revealed a similar result that the teachers were willing to bring non-standard forms

in their classrooms though they compared the usages to SE norms to decide whether they are legitimate or not. Ranta (2010) revealed a similar finding that although teachers were aware of the role of ELF in the world, they prefer the native speaker model for their teaching purposes. However, in this study teachers (38%) think native speaker as a model in the classroom hinders the learning motivation which is more than the teachers who do not believe it does (34%). This finding is in line with Rajagopalan's (2004) argument that the native speaker as a model is no longer valid. When we look at the findings all together, we see that Mauranen (2010) has a point when she said with the development of English around the world, native speaker as a model for students might change in the future but probably educated all the same. In this study though the teachers do not see the native speaker as a model for their students, students receive the same education. The teachers (80%) are also aware that their students will most likely interact with non-native speakers in the future and they teach them more to talk to people from other nationalities (76%) than to native speakers (39%). "In keeping with Widdowson (2012: 13) the educated native speaker can be defined as an 'idealized construct, a convenient abstraction' and may no longer retain a prominent role in our globalized, linguistically super diverse society, where interactions among NNSs are more likely to occur between NSs and NNSs". (Franceschi & Vettorel, 2017: 135). Matsuda (2012) suggests that the current position of English around the world has changed and therefore considering that the learners will communicate only with native speakers in our education system will be an outdated assumption and will not help students in the real world. Llorca (2018: 519) claims as well that learning English should not just aim to communicate with native speakers of a particular community but it requires learning a language of communication for different situations among very diverse and distant communities from all over the world and it is the tool for intercultural communication. For the same reason, Jenkins (2007), Bayyurt, Deniz, and Özkan (2016) point out the fact that we need to present different varieties in the classroom so that we can help our students' needs in a better way. This study corroborates these ideas and provides a promising result for the future of ELF implementation in the classrooms. Alptekin (2002) also suggests that the aim of English language teaching should help the learners to develop intercultural communicative competence to prepare them to deal with the issues they face due to the global use of

English as an international language considering the new reality of “global village”. More than half of the teachers think that there is a mismatch between how English is used in the real world and how it continues to be defined in pedagogic theory and practice and the native speaker as a model for students is not favored. Therefore, we can say that teachers are aware of the fact that Alptekin (2002) pointed out. It also matches with Dewey’s (2014: 16) ideas that the second language pedagogy up to now has been built on the assumption that the students should be prepared to communicate and interact into a target community of NSs and even though the situation has changed dramatically, the practice in ELT is not that fast to move on. The majority of the participant teachers (92%) disagree with the fact that English only belongs to its native speakers and 77% of them believe that speakers with different L1 backgrounds can also contribute to English. These findings also corroborate Kachru (1985) who believes that native speakers lose the sole ownership of English to control its standardization. In the same way, Widdowson (2003: 43) explained this by saying, “It is a matter of considerable pride and satisfaction for native speakers of English that their language is an international means of communication. But the point is that it is only international to the extent that it is not their language”.

5.2.3. The Differences between the Native Speaker Teachers’ and Non-native Speaker Teachers’ Perceptions towards English as a Lingua Franca in the Classroom and the ELF Setting

For the third research question considering the differences between the perceptions of NESTs’ and NNESTs’ perceptions towards English as a Lingua Franca in the Classroom and the ELF setting, the results were analyzed statistically and based on the analysis, there was no significant difference between the groups.

According to the results, both NESTs and NNESTs revealed promising results in terms of ELF awareness and openness to different varieties and the classroom practices of ELF. This is surprising as Blair (2015) and Kohn (2011) believe that the teachers who have experience in acquiring a language will be able to understand the pedagogical implications of ELF communication better and therefore the ‘nativeness’ issue would become less important than other factors such as confidence, competence, and identity among students

and teachers. According to them, NNESTs should have been closer to the ideas and notions of ELF but in this study, there is no difference between NESTs and NNESTs.

The findings of this study revealed that more than half of the teachers are still in favor of Standard English regardless of being a NEST or a NNEST. In Wright and Zheng's study (2018: 513), the study group, which included both native and non-native speakers of English, reported that in their classes, they were not willing to approve a deviation from the Standard English norms. The results of this study, therefore, corroborates with the results of Wright and Zheng's study.

In terms of Standard English and tolerance to students' mistakes, the literature revealed non-native teachers as stricter. Llorca (2018: 523) pointed out Porte's (1999) study in which the essay correction of both native and non-native teachers was analyzed and it was found out that non-native teachers were stricter to protect the purity of English than their native colleagues. Holliday (2001: 137) says, "The researcher's own experience of life, which technically stands outside the realm of 'data', in that it has not been systematically collected within the research setting, can also be used as evidence". Therefore, it is worth mentioning that during an error correction workshop at the research setting at the beginning of the academic year, the professional development coordinator who was a native speaker asked the teachers to find out the mistakes and use error correction codes for them. After asking everybody the number of the mistakes, he asked whether they would change anything if they knew he had written the text. In the workshop, a non-native Turkish teacher was reluctant to tolerate students' mistakes even when native speakers commonly used them but he argued that students deserve the same right with the native speakers over the language. Even after months of this workshop, the survey was conducted and more than half of the teachers regardless of being native or non-native still were in favor of the Standard English so we can say that, in line with the literature it is difficult to change teachers' attitude towards Standard English. Though, it can be seen that half of them are more tolerated to students mistakes. As pointed out by Holliday (2001: 79) of Geertz's thick description (1993), "It is by seeing how connections between people, beliefs, images, traditions, etc. operate within a small social setting, that the 'collective

representations' that thick description aims to reveal (Atkinson and Coffey, 1995: 52) can be seen".

Though, according to the literature NESTs are more determined to speak like native speakers, in this study perception of NESTs' and NNESTs' towards the importance of accent are not very different from each other; 40% of NESTs, 50% of Turkish NNESTs and 46% of NNESTs from other nationalities believe that accent is important. This contradicts with the related literature. Medgyes (1994) argues that despite having a good command of English, many NNESTs feel inferiority complex due to their belief in not speaking like a native speaker. Llurda (2018: 522) argues that because of this reason, "they do not feel they can provide a good model to their students". In this study, NNESTs on the contrary to these ideas, believe that their students take them as role models for their accent. "*Native-like accent despite being non-native*". (Informant 5), "*In my accent and my way of speaking*" (Informant 8), "*pronunciation skills*" (Informant 16) and "*Probably, my pronunciation and the vocabulary I use is copied by them*" (Informant 21) are examples from NNESTs responses for being a role model for their students for their accents.

5.2.4. Effect of Gender and Experience on Teachers' Perceptions towards English as a Lingua Franca in the Classroom and the ELF Setting

For the fourth research question in order to understand whether age and teaching experience have any effect on teachers' perception towards English as a Lingua Franca in the classroom and the ELF setting, the results were analyzed statistically and based on the analysis, neither age nor teaching experience has an effect on teachers' perceptions. Though the relevant literature does not provide information related to the gender issue, we can compare the results of experience with the results of the previous studies. The findings of the study contradict with Nykänen's (2015) study as in her study, older teachers were more strict in evaluating the expressions in her survey than their younger colleagues. It is also contradictory to Inal and Özdemir's study (2015) as in their study pre-service teachers who are younger and who have nearly no experience at all were more on the side of ELF and embraced ELF notions more than the in-service teachers and

academia members. Dewey (2014: 16) says, “It is clear from recent research studies that there is a growing awareness of ELF and Global Englishes and their potential impact on pedagogy, especially among experienced language teachers”. In this study, though it is proved that there is a growing awareness of ELF and Global Englishes and their potential impact on pedagogy, it is valid for all teachers regardless of their being experienced or not.

In the literature, Llurda (2018: 523) pointed out that in his study (2008) he conducted with Catalan teachers, it was found out that teachers who spent more than three months in English-speaking countries were more aware of ELF and they could see the positive sides of being a NNEST. However, in this study, no relation was found between spending time abroad and being more aware of ELF norms and showing a more positive attitude towards being a NNEST.

5.2.5. The Perception of English Language Teachers on Native Speaker Teachers and Non-native Speaker Teachers in the Classroom

In terms of their perception towards the discrimination between NESTs and NNESTs, the majority of the teachers regardless of being a native or non-native believe that there is a discrimination between NESTs and NNESTs; 80% of NESTs, 75% Turkish NNESTs and 77% of NNESTs from other nationalities. Dewey (2014: 22) points out that although NNESTs are the majority all around the world; they continue to report discrimination during the recruitment process and the inequity of employment conditions. He continues to explain by saying the myth of the native speaker, which is based on the ideologized notions of NES competence, still continues and NNESTs’ knowledge, expertise, professionalism, and qualifications can be undermined while the NESTs are favored without looking at their experience or professional qualifications. This idea came forward in the open-ended question responses. The teachers refer to what Dewey pointed out by saying,

- *Unfortunately NESTs are highly considered as proficient teachers despite the fact that most of them don't have good teaching qualifications or experience.*

Moreover, it has something to do with the common concepts related to their country of origin or culture. For example, developing countries suffer from an inferiority complex towards the Western Culture. (Informant 6)

- *Because native speakers are believed to be best teachers as they get to teach their mother tongue. (Informant 19)*

Another theme appeared in the responses was the advertisement purposes for the discrimination between NESTs and NNESTs. Llurda (2018: 521) points out to the fact that many private language schools in different parts of the world advertise their NS teachers “as they were desirable merchandise” and that it works. As they see having classes with a NEST is a privilege due to the irrational feeling that it is a guarantee that they will learn English regardless of their training, expertise or dedication to their students (Ibid). The responses of the participant teachers reflect what Llurda (2018) pointed out as can be seen from the following example responses of the participant teachers.

- *Employers (schools) want to make money. And the perception is that native speakers are better than non-native speakers. This draws in students and their family to study at a particular school with native speakers. (Informant 3)*
- *it's a matter of image (advertisement). (Informant 10)*
- *Employers may want to attract students. (Informant 13)*
- *Because students and parents think having NEST is 'cooler', institutions tend to hire them more. (Informant 16)*

In that case, we see that NNESTs are questioned for their competence over NESTs and NESTs are questioned for their level of expertise and training. In the survey, the teachers were asked whether they have ever been questioned by a potential employer, colleagues, current students or by any other authority. In Dewey's (2015: 25) study, participants reflected upon their memories in which their level of expertise was questioned by potential employers, colleagues and existing students or openly negated. In this study, findings show that NESTs are mostly questioned by their colleagues and their students and NNESTs from other nationalities mostly questioned by a potential employer which is also the highest among all three groups and then by their colleagues. Turkish NNESTs are generally questioned by their colleagues and a potential employer. These findings are in

line with the literature as mostly NESTs are criticized by their colleagues because of their privileged position and it is again their colleagues who realize their lack of expertise and training. For NNESTs, it is a potential employer who questioned them and undermined their abilities and qualifications. Dewey (2014: 23) refers to Reiss (2011), as he comments, “the social construction of beliefs is subject to empowering and disempowering discourses in which the professional identities that are seen as legitimate may be very narrowly conceived”.

Due to the conventional and stereotypical ideas related to NNESTs, most of the studies revealed that they feel inferiority complex and question themselves as the rightful owner of the language and the profession. Dewey (2014: 22) claims that NNESTs stereotypically thought to lack enough knowledge of language rules, to be less trustworthy in terms of judgments related to issues of acceptability and appropriateness, and most of the time because of these facts professionally marginalized. Dewey (2014) and Kirkpatrick (2007) argue that this idea causes several NNESTs, who are though qualified and experienced, to initiate into a self-identity conflict as legitimate and valued English language professionals. Contrary to these ideas, this study revealed that between teachers these stereotypical ideas has been overcome as one of the NESTs said, “*We all have different skills to offer*” (Informant 9). Cook (2005) and Llurda (2018) argue that, “basing teaching on the L2 user requires acknowledging that multilingualism and multicompetence are the norms rather than the exception and that the L2 user’s knowledge of the second language is not the same as that of a native speaker, neither better nor worse, simply different” (Llurda, 2018: 520). Most of NESTs and NNESTs who participated in this study responded similarly reflecting the idea that they all have different skills to offer the students and help them in different ways. All the participant teachers strongly agree that it is an advantage for students that they have a chance to learn from teachers with different backgrounds. Most of them (73%) reported that generally, working with people from different nationalities in this school has affected their teaching positively. Both NESTs and NNESTs agreed on the following advantages; empathize and understand students better, foresee mistakes, giving students L1 confidence, develop better listening skills, showing proof of success to become a good English speaker, shared background with the students, better grammar teaching. NNESTs received more advantages than NESTs. This

finding is similar to what Llurda (2018) suggests in his study. According to him, ideal teachers do not have to be necessarily native speakers. They should rather be able to understand the language in a way that they assist their students to achieve their goals and this involves making them aware of the different aspects of the language from realizing language features to understand the complexities of rules and the critical implications of the language. He argues that because of the higher level of awareness NNESTs will be better teachers as they are better prepared to teach the language in a most effective way and therefore guide the students to achieve higher levels of competence. (Ibid: 526).

The advantages addressed to NNESTs are parallel to the advantages stated in the literature. The themes according to the findings of this study are similar to the themes of Bayyurt, Deniz, Özkan's (2016: 150) as their themes related to the superiorities of NNST are listed as "realizing empathy with their students, being familiar with their students' socio-cultural backgrounds and learning styles, teaching the structure of the language, and having no psychological barriers". The themes appear in other related literature as well such as Ellis (2009: 196) and Blair (2015: 97) suggest that while teaching a second or a foreign language, teachers can refer to their own experience of language learning and make good use of this experience in the class. NNESTs in the study believe that their students take this experience as a model for themselves. When they were asked about in what way they think their students take them as a role model, they refer to this by saying, "*learning the language the way I learnt it*" (Informant 15) and "*My experience learning English as a non-native speaker*" (Informant 23). NNESTs are considered to be especially good at understanding the strategy use among students (Árva and Medgyes, 2000; Lasagabaster and Sierra, 2005; Llurda, 2018). Llurda (2018: 519) argues that this comes from the fact that all NNESTs were once a language learner themselves and because of this reason they can personally relate to their student's current experience in language learning. Here are some examples to see that this idea is reflected in the participant teachers' responses:

- *More connection, more attachment, more sincerity, understanding students needs and learning journey beyond all.* (Informant 1)
- *They tend to speak multiple languages, and therefore have better systems knowledge of how languages function and why. They have learned (at least) two*

languages, and therefore are a proven window into techniques of language learning and can practically demonstrate them. They (usually) understand the learner's language and culture and can mediate between that and the new language/culture and anticipate areas of difficulty. (Informant 2)

Llurda (2018) and McNeill (2005) believe NNESTs are good at having a superior intuition in terms of foreseeing the potential difficulty with lexical items (Ibid). In this study, ‘the superior intuition of foreseeing the potential difficulty’ is not limited to just the lexical items but referred in general:

- *Teacher might understand the needs and predict issues students might have since the teacher could have experience similar circumstances. (Informant 12)*
- *Predicting & detecting learning difficulties & challenges and benefiting from them to adapt information to overcome those learning issues. (Informant 19)*

A similar issue can be seen with the shared background of the NNESTs with the students. Azuaga and Cavalheiro (2015) and Medgyes (1994) believe that NNESTs are more advantageous than NESTs as they share the same culture with the students and understand their common difficulties during the learning process such as syntax or vocabulary, together with other issues. Again, the responses of the teachers are more general as can be seen from the examples except they refer to grammar specifically.

- *easier identification of source of mistakes. (Informant 25)*
- *are more culturally aware as to what students might expect. (Informant 2)*
- *Teaching grammar, recognizing similarities between L1 and L2. (Informant 9)*

As Llurda (2018: 519) says, “the main point here is that NNESTs do have by definition such features that unfortunately have often been overlooked in the profession”. Although potential employers undermine these features and advantages of NNESTs, it is a promising fact that it has started to be recognized among the teachers themselves.

5.3. Theoretical and Pedagogical Implications of the Study

This study has both descriptive and practical implications for ELF and related issues. It provides a deeper understanding of the perceptions of NESTs and NNESTs towards ELF and related issues and whether there is any difference between their perceptions. It also reveals to what extent the teachers implement ELF in their classrooms and are willing to do it in the future.

It is revealed, “Many teachers consider the development to be natural and acknowledge the dynamic nature of language” (Jenkins, 2009: 33), and they are aware of the worldwide use of English and the outgrowing number of non-native English speakers as Graddol (2006), and Crystal (2012) mentioned. However, once again the fact Dewey (2014: 17) points out “Research into teachers’ perceptions of ELF and its relevance to pedagogy thus suggests that awareness-raising is not sufficient for an ELF perspective to be taken up any lasting or practical sense” has been proven. Many of the teachers were aware of ELF and they are open to implications in the classroom practices and even in the tests but they continue embracing SE norms. It is not a surprising result though if we consider Jenkins’s (2009: 33) claim that SE is the model for educational goals. It is a promising fact that to see a rising awareness and openness to ELF norms in the classroom practices but still most of the classroom practices and tests are based on the SE norms and inner circle varieties. We can conclude that teachers are ready to adopt ELF norms in their classroom practices if necessary regulations will be done by the curriculum developers and administrators. As Akyel and İnceçay (2014: 8) point out it is difficult to integrate ELF into education programs in expanding countries unless assessment and materials are not developed with specific attention to ELF. As Ranta (2010: 176) and Murray (2003: 162) suggested; it is not just in teachers’ hands to decide about the change but it is the educational authorities who need to change their perceptions first so that we can expect some changes in ELT about ELF implications. It can be inferred from the findings of this study that universities need to provide opportunities to introduce ELF in their curriculums and policies to adapt themselves with the real needs of their students in the global world considering the position of English as the lingua franca as the universities are the real ELF settings at the moment.

The changing perceptions towards the notions of ownership of the language and discrimination between NESTs and NNESTs, at least among the teachers, give hope for the future of ELF. The implications of this small-scale study suggest that it is time to get rid of conventional ideas related to nativeness and ownership of language and open up space for multilingual education. As Kirkpatrick and Blair (2010, 2015) say “this awareness includes not only recognition of ELF thinking, but also a mutual respect for both L1 and L2 users of English as valid, credible, competent teachers with complementary perspectives”.

As Bayyurt, Deniz, and Özkan (2016) point out any kind of change takes time but as Seidlhofer (2011: 201) argues, “change always has to start somewhere”. It is worth mentioning here that after conducting this study, one of the teachers enthusiastically shared his lesson plan in which different varieties are introduced to the students after a listening activity. He said that he was inspired after the survey and decided to plan his lesson accordingly. Therefore, studies such as this one will start the change by creating awareness raising among teachers and probably it will spread. As Leung and Lewkowicz (2018: 70) point out “Teachers themselves could determine what is relevant for their learners in terms of models of language use, in addition to (or even instead of) the ones imposed by others including textbooks and official curriculum statements”. They believe that this will help students in terms of self-confidence in expressing themselves and their ideas. Therefore, it is important to include ELF in English Language Teacher Education programs and teacher training programs.

5.4. Limitations of the Study and Recommendations for Further Research

The participants of this study were only the teachers who work at an English preparatory school of one foundation university in Istanbul, Turkey. Therefore, due to the small number of participants, it is not appropriate to make generalizations for the perceptions of all the preparatory school instructors in Turkey. They might not represent the general views on this subject. Moreover, the participants in all groups (NESTs and NNESTs both Turkish and from other nationalities) were also limited in terms of number and the group of participants were heterogeneous in terms of demographic features and educational

backgrounds. Different results may come up in different studies in different settings with a large number of participants. Replication in different teaching environments using more varied methodologies may bring interesting results. The research for the design of appropriate pedagogical materials and new curriculum together with planning for teacher training and education programs is recommended as well.

5.5. Conclusion

This study investigated the perceptions of NESTs and NNESTs towards ELF and related issues at an English preparatory school of a foundation university. It also aimed to see whether there are any differences between these groups. The extent of teachers ELF implementation in their classrooms and their openness to adopt ELF notions in the future was also explored. The perceptions towards NESTs and NNESTs and the discrimination between them were also investigated.

In order to collect data, a survey was designed adapting from different questionnaires from the literature. After the pilot study, the research has been conducted with 26 teachers of the English preparatory school of a foundation university in Istanbul, Turkey. After the data collection process, the quantitative data have been analyzed through SPSS and qualitative data have been analyzed through content analysis.

At the end of the study, it is concluded that there are no significant differences between the perceptions of NESTs and NNESTs. Though they are aware of the ELF notions and open for implementations in the classrooms and tests, they still embrace SE norms in class and see it as a pedagogical model for their students. They see the discrimination between NESTs and NNESTs but they do not approve it and see it conventional and stereotypical and they believe that all have different skills to offer for their students and nativeness is not a criterion for being an ideal teacher. The results are promising but there is still a long way to go. The change has started but apparently, it will take time.

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APPENDICES

APPENDIX A

Survey on Perceptions of Instructors on English as a Lingua Franca (ELF)

Currently, I am pursuing my Master's degree in English Language Teaching at Istanbul Sabahattin Zaim University and I have been conducting a research on perceptions of instructors on English as a Lingua Franca (ELF) for my thesis. Your participation is entirely anonymous and voluntary. Your administrators or colleagues will NOT see your answers and your answers will NOT affect your job or your relationship with your colleagues. Completion of this questionnaire implies your consent to participate in this research.

THANK YOU FOR YOUR HELP AND SUPPORT

Background Information

Please answer the following questions about yourself.

Gender: *

Female

Male

Age: *

Nationality: *

Place of birth: *

Years of ELF/ESL teaching experience: *

In addition to English, I have studied the following languages:

Please write the countries you have been to and your purpose of visiting.

Perceptions on Standard English, Accents and English as a Lingua Franca (ELF)

I believe that there exists a Standard English. *

- Yes
- No

If your answer is 'Yes', which do you think is Standard English?

- American English
- British English
- Other: _____

If your answer is 'No', please explain.

Your answer _____

I believe accent is important. *

- Yes
- No

Which accent do you teach your students? *

- American
- British
- Other: _____

How familiar are you with the concept of ELF (English as a Lingua Franca)? *

- I have no idea.
- I have heard the concept but I don't know much.
- I have read some articles / books about ELF.
- I have studied on this subject.

If you are familiar with the concept of ELF, how would you explain it?

Your answer _____

Was ELF included in your training? *

- Yes
- No

Please choose the number that best reflects your opinion: 5= Strongly agree, 4= Agree, 3= Neutral / Undecided, 2= Disagree, 1= Strongly Disagree *

	5	4	3	2	1
It is important to introduce different varieties of English in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like to introduce more varieties of English in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We should familiarize our students with real-life use of English in the world.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We should only focus on the Standard English for Academic purposes in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to add non-native speaker accents in listening comprehension materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to add non-native speaker accents in note-taking materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is a good idea to add non-native speaker accents in tests of listening skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my students will most likely interact with native English speakers in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think my students will most likely interact with non-native English speakers in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I teach my students to talk to native speakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I teach my students to talk to people of other nationalities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think native speaker as a model for the students hinders their learning motivation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning of English is different from teaching and learning of other languages.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think there is a mismatch between how English is used in the real world and how it continues to be defined in pedagogic theory and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English only belongs to its native speakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speakers with different L1 (first language) backgrounds can also contribute to English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you describe good English? *

Your answer

How would you define a good language learner? *

Your answer

How would you define a good communicator? *

Your answer

Perception towards Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)

Do you think there is a discrimination between Native English Speaker Teachers (NEST) and Non-native English Speaker Teachers (NNEST)? Why or why not? *

Your answer

Should there be a discrimination between Native English Speaker Teachers and Non-Native English Speaker Teachers? Why or why not? *

Your answer

Has your level of expertise ever been questioned by any of the following people? *

a potential employer

colleagues

your current students

Other: _____

How would you describe an ideal English teacher? *

Your answer

What are the advantages of having Non-Native English Speaker Teachers in the classroom? *

Your answer

What are the advantages of having Native English Speaker Teachers in the classroom? *

Your answer

Sometimes as a teacher, you are a role model for many of your students. In what ways do you think your students take you as a role model? *

Your answer

The Factors Affecting the Teachers' Perception

Please choose the number that best reflects your opinion: 5= Strongly agree, 4= Agree, 3= Neutral / Undecided, 2= Disagree, 1= Strongly Disagree *

	5	4	3	2	1
Generally, working with people from different nationalities in this school has affected my teaching positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students from different nationalities in this school has affected my teaching positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school, I am more tolerant of students' mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am fine when my colleagues make mistakes in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable working with Native English Speaker Teachers (NEST).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable working with Non-native English Speaker Teachers (NNEST).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is an advantage for students that they have a chance to learn from teachers with different backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presence of international students affects learning atmosphere positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The presence of international students affects me positively in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching the same class with a Native Speaker Teacher affects me positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching the same class with a Non-native English Speaker Teacher affects me positively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CV

Meltem Öz

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A. EDUCATION

MA: İstanbul Sabahattin Zaim University, English Language Teaching, 2019, İstanbul

University of Tartu, Semiotics (Erasmus Exchange Program), 2016, Tartu

Undergraduate: Kadir Has University, American Culture and Literature, 2009, İstanbul

B. ACADEMIC EXPERIENCE

Instructor, Ibn Haldun University, School of Languages – English Preparatory School,
Since April 2017

Instructor, Kemerburgaz University, English Preparatory School, 2015 – 2016.

Instructor, Yeni Yüzyıl University, School of Languages, 2014 – 2015.

C. INTERESTS

Storytelling, American Literature, Semiotics, Cultural Studies, Testing and Assessment

D. PUBLICATIONS

Öz, Meltem. (2006). Oedipus and Match Point (A Review), Chameleon 8.

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