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**AN ANALYSIS OF ELF IN THE LISTENING, VIDEO AND
SPEAKING SECTIONS OF ENGLISH COURSEBOOKS USED AT
THE PREPARATORY PROGRAM OF A PRIVATE UNIVERSITY
IN ANTALYA**

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A Master's Thesis**

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**ANTALYA'DA ÖZEL BİR ÜNİVERSİTENİN HAZIRLIK
PROGRAMINDA KULLANILAN İNGİLİZCE DERS KİTAPLARININ
DİNLEME, VIDEO VE KONUŞMA BÖLÜMLERİNDEKİ ORTAK DİL
OLARAK İNGİLİZCE'NİN ANALİZİ**

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İmza

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Antalya’da Özel Bir Üniversitenin Hazırlık Programında Kullanılan İngilizce Ders Kitaplarının Dinleme, Video ve Konuşma Bölümlerindeki Ortak Dil Olarak İngilizce’nin Analizi

(Yüksek Lisans Tezi)

Sibel KATIRCI

ÖZ

İngilizce öğretiminde kullanılan ders kitaplarının dil öğrenenler için önemli bir yeri vardır ve dil öğretiminde dilin mevcut durumunun küreselleşen dünyada dikkate alınıp alınmadığını belirlemenin yollarından biri de ders kitabı analizidir. Dil öğretiminde ders kitaplarında yer alan içerik ana dil kullanıcıları veya tüm İngilizce kullanıcıları baz alınarak oluşturulabilir ve bu açıdan ilgi yeni bir kavram olan ELF'e yönelir. ELF kavramına dayalı olarak, bu çalışmanın amacı Antalya’da özel bir üniversitenin hazırlık programında kullanılan iki orta düzey ders kitabının dinleme, konuşma ve video bölümlerinin İngilizce öğretiminde ELF ilkeleri açısından nasıl ele alındığını araştırmaktır. Nicel içerik analizine ilişkin bu tanımlayıcı araştırma, ders kitaplarının dinleme dosyalarında, video ve konuşma bölümlerinde ELF'in nasıl sunulduğunu göstermek için yapılmıştır. Bu iki ders kitabının analizi Rose ve Galloway'in (2019) kitap analizi çerçevesine göre yapılmış ve ders kitapları ELF bakış açısıyla değerlendirilirken konuşma etkinliklerinde ses kayıtları dinlenmiş, videolar izlenmiş ve kültürler arası, küresel ve çok kültürlü gibi konu türleri farkındalığın bu tür konulara yönlendirilip yönlendirilmediğini analiz etmek amacıyla belirlenmiştir. Ders kitaplarında yer alan konuşma etkinlikleri ile iletişimsel yeterlilik ve iletişim stratejilerinin işlenip işlenmediği kontrol edilmiştir. Bulgular, dinleme kayıtları açısından ders kitaplarından birinde ELF etkileşiminin diğerine göre daha yüksek olduğunu ve her iki ders kitabında da ELF etkileşimini temsil eden tek bir videonun olduğunu göstermiştir. RP (Standart İngiliz aksanı) dinleme dosyalarında ve videolarda temel noktadır. Ders kitaplarının konuşma bölümlerine kültürler arası ve küresel konular ağırlıklı olarak dahil edilmiştir; ancak, çok kültürlü konu eksikliği vardır. Konuşma aktivitelerinde ağırlıklı olarak sırayla konuşma stratejisi ve sadece iki açıklayıcı iletişim stratejisi vardır, ancak yönlendirilen konuşma aktiviteleri ELF özelliğiyle çalışmaktadır. Bulgular, ders kitabı yazarlarının ders kitaplarında çoğulcu bir yaklaşımı benimsemeleri gerektiğini ve öğretmenlerin geleneksel İngilizce öğretimi yerine alternatif bir model olarak ELF hakkında farkındalık kazanmaları gerektiğini göstermektedir.

Anahtar Kelimeler: Ders Kitapları, Dinleme, İngilizce Dil Öğretimi, Konuşma, Ortak Dil Olarak İngilizce.

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An Analysis of ELF in the Listening, Video and Speaking Sections of English Coursebooks Used at the Preparatory Program of a Private University in Antalya

(Master's Thesis)

Sibel KATIRCI

ABSTRACT

Coursebooks used in English language teaching have significant roles for language learners and one of the ways of determining whether the current status of language in language teaching is taken into account in the globalized world is through coursebook analysis. The content in the coursebooks in language teaching can be based on L1 users or all English users and in this respect, attention is directed to a new concept, ELF. Based on this term, ELF, the purpose of this study is to explore how listening, speaking and video sections of two Intermediate level coursebooks used at the preparatory program of a private university in Antalya are approached in respect of ELF principles while teaching English. This descriptive research on a quantitative content analysis was conducted to demonstrate how ELF was presented in the listening files, video and speaking sections of the coursebooks. The analysis of these two coursebooks was carried out regarding Rose and Galloway's (2019) framework of coursebook analyses and while evaluating the coursebooks from an ELF perspective, audios were listened, videos were watched and types of topics as cross-cultural, global and multi-cultural in speaking activities were determined to analyze whether awareness was directed to these topics. It was checked whether communicative competence and communicative strategies were addressed/enhanced through speaking activities in the coursebooks. The findings demonstrated that in one of the coursebooks ELF interaction was higher than the other regarding listening recordings and there was only one video representing an ELF interaction in both of the coursebooks. RP (Standard British English) was the core point in the listening files and videos. Cross-cultural and global topics were chiefly included in speaking tasks of the coursebooks; however, there was a lack of multi-cultural topic. There were mainly turn-taking and only two clarification communicative strategies in speaking activities, but guided speaking tasks were in contradiction with ELF features. The findings imply that coursebook writers need to adopt a pluralistic approach in the coursebooks and teachers are required to gain awareness about ELF as an alternative model instead of conventional ELT teaching.

Keywords: Coursebooks, English Language Teaching, English as a Lingua Franca, Listening, Speaking.

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LIST OF ABBREVIATIONS

BBC: British Broadcasting Corporation

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

EIL: English as an International Language

ELF: English a Lingua Franca

ELT: English Language Teaching

ENL: English as a Native Language

ESL: English as a Second Language

GEs: Global Englishes

GELT: Global English Language Teaching

IELTS: International English Language Testing System

L1: First Language

LS: Listening & Speaking

MONE: Ministry of National Education

NNES: Non-native English Speaker

NNS: Non-native Speaker

NS: Native Speaker

RP: Received Pronunciation

TOEFL: Test of English as a Foreign Language

UK: United Kingdom

US / USA: United States / United States of America

WEs: World Englishes

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CHAPTER I

INTRODUCTION

This chapter includes seven subheadings which are the parts of introduction. As the first subheading, background to the study which is a highly crucial part of this study is expressed and the statement of the problem is described as the second subheading. After that, it is focused on the purpose of the study and the significance of the study in the third and fourth subheadings. Following that, limitations about the study are stated as the fifth point. Finally, and as the sixth subheading, definitions of the key concepts are given.

1.1. Background to the Study

English is used all around the world as a common language and it is a way of communication between different ethnics and linguistic groups. English is a strong intercultural communication tool for people. In the globalized world, this situation demonstrates the roles that English plays as World Englishes (WEs), Global Englishes (GEs), English as an International Language (EIL) and English as a Lingua Franca (ELF).

The use of English in many domains, such as education, business, science and trade displays that it enables to contact with language users from diverse cultures and backgrounds and as a consequence of a contact language, a new term known as ELF emerges. ELF serves as communication between people from various L1 environments (Seidlhofer, 2005). Accordingly, the expansion of English all over the world internationally has increased the importance of ELF and when native and non-native speakers are compared in ELF interactions, it has emerged that non-natives in interaction representing various cultures exceed native speakers in number in ELF interaction

(Seidlhofer, 2011). In this respect, ELF provides an interaction with people around the world whose mother tongues are dissimilar and ELF stresses efficient communication over grammatical accuracy (Jenkins, 2012). In other words, NNs do not need to feel themselves to use the language appropriately in communication and mutual intelligibility is highly crucial for ELF interaction. As generally known, the purpose of ELF is to make the process of communication easier and prevent the power of speakers who are native; that is, the main goal is communication and it tries to show that language is not monolithic and English does not represent just the Anglophone world (Sowden, 2011). Therefore, the use of English in diverse backgrounds in terms of culture and first language brings this question related to the possessors of English to mind and as Tosuncuoğlu and Kırmızı (2019) and Widdowson (1994) assert, English as a worldwide language cannot be attributed to a particular community. However, regarding language coursebooks with ELF aspects, the approach of ELT coursebooks towards ELF does not symbolize the use of language as a lingua franca since NSs are involved in coursebooks as samples and it comes out as a point that requires to be focused on with further research (Vettorel & Lopriore, 2013).

1.2. The Statement of the Problem

The role of coursebooks in language teaching cannot be overlooked and the place of ELF in language coursebooks is a critical issue that needs to be taken into account as it is accentuated that instead of various L1 backgrounds, native speakers are the main points in language coursebooks and native speakerism is emphasized as Standard English. This situation clarifies an existing paradigm in English language teaching (ELT) and as Jenkins (2012) states, there is an assumption about a native language which assumes that it is an appropriate diversity to select Standard English as this language is widespread with its examples. Most of the teachers prefer NSs regarding teaching even if they are aware of the benefits of ELF in the interaction of NSs with NNSs (Sifakis, 2009). According to Biricik-Deniz, Özkan and Bayyurt (2019), a norm-

providing circle belonging to Kachru's three concentric circles and ignoring learners' language demands in learning atmosphere is accepted by most of the educators.

Even if the significance of ELF in interaction and language use is underscored, coursebooks as materials used in language teaching clearly mirror that coursebooks with their contents do not depict ELF communication in ELT world at a satisfactory level. In real life, the models of NNSs-NNSs communication symbolize the use of language as ELF; however, as Vettorel and Lopriore (2013) state, native speakerism, interaction of NSs and their cultural representations are the main targets in conventional English language teaching pedagogy although there is an inclination to reflect the influence of dissemination of English in language teaching sources, yet to a lesser extent. Coursebooks do not raise awareness about ELF in language use as a consequence of presenting models and norms of NSs. What is exhibited in language coursebooks is that language exemplified is just Standard English and except for it, there is no tendency to involve NNSs' interactions with various accents. To illustrate and support this fact, the study conducted by Caleffi (2016) about the analysis of the coursebooks in terms of listening and speaking skills displays that the superiority of NSs in the coursebooks is clearly presented and NSs' interactions are largely provided to learners. ELF is limited in the language coursebooks. As another reference to this reality, Syrbe and Rose (2018) analysing three coursebooks used at schools in Germany prove this case with their studies by showing the results of the coursebook analysis and the existing phenomenon in coursebooks reflects that the presence of NNSs in the coursebooks is restricted and native speakerism is substantially highlighted.

Based on the situations stated above, coursebooks used in language teaching need to be analyzed regarding ELF and attention should be directed to the importance of contents of ELT materials. Specifically, coursebooks' analysis with respect to ELF has a great significance in terms of raising awareness of material or coursebook designers. It is required to focus on the lack of ELF in language coursebooks and coursebooks should be designed on the basis of learners' use of language in real life which is the indication of ELF.

When the studies associated with ELF are examined, the results display that most of the theses in higher education institution in Turkey are related to perceptions, reactions and awareness of EFL instructors, pre-service language teachers, English language teachers, students about ELF and influences of ELF awareness (e.g. Akçay, 2020; Aydın, 2020; Ceyhan-Bingöl, 2018; Çelik-Keskin, 2019; Kamaz-Gümüşel, 2019; Kısa, 2017; Kuru, 2022; MollaHamzaoglu, 2020; Nazlı-İnce, 2018; Öz, 2019; Sağlık-Okur, 2016; Temiz, 2018; Ünnü, 2018; Yılmaz-Uzunkaya, 2018). Regarding theses about coursebook analysis in terms of ELF, the number of theses conducted on the examination of coursebooks by analyzing different skills with respect to ELF in higher education institution in Turkey is limited and these recent studies belong to Bilgin (2022), Keskin (2021), Koç (2016), Koçak (2021), and Yağar (2020), and except for Yağar's (2020) study assessing language coursebooks used at a university, these studies analyze coursebooks used at state schools.

To explain in detail, Bilgin (2022) analyzes the textbooks with the grades of ninth, tenth, eleventh and twelfth used in Anatolian high schools in terms of differences in language and culture in ELT by evaluating orthography, language rules, words and articulation. Keskin's (2021) study focuses on the examination of vocabulary, spelling, grammar, accents, and identities of speakers in the coursebooks, cultural references, communicative strategies, examination of reading, writing, listening and speaking skills in coursebooks. In another study belonging to Koç (2016), the degree of ELF in the coursebooks at Ministry of National Education (MoNE) and teachers and teacher candidates' understanding of the involvement of cultures in coursebooks are evaluated. The study of Koçak (2021) examines secondary school coursebooks at MoNE regarding ELF aspects and conversations, cultures, grammatical features and articulation in ELF are analyzed. Yağar's (2020) study is also related to the analysis of strategies for succeeding understanding in communication in language coursebooks used at preparatory classes at one of the universities in Turkey regarding ELF and language instructors' both consciousness and application of these strategies. Furthermore, in Turkey, studies carried out by ELF researchers (e.g. Guerra et al., 2020; Solhi et al., 2020) on the basis of ELF analysis in coursebooks are in a limited number. The studies

associated with the coursebook analysis on the question of ELF in higher education institution are mainly based on the coursebooks used at MoNE and the studies analyzing ELF in coursebooks used at the preparatory programs of private universities in Turkey are insufficient, so this situation is a missing point that awaits further attention (e.g. Bilgin, 2022; Keskin, 2021; Koç, 2016; Koçak, 2021; Yağar, 2020). The studies carried out abroad by ELF researchers are on the analysis of coursebooks used at secondary schools, high schools and universities (e.g. Asakereh, Yousofi & Weisi, 2019; Caleffi, 2016; Chan, 2014; Kopperoinen, 2011; Meidani & Pishghadam, 2013; Rose & Galloway, 2019; J. Si, 2019; Syrbe & Rose, 2018; Takahashi, 2014; Tomlinson & Masuhara 2013; Tsantila & Georgountzou, 2017; Vettorel & Lopriore, 2013).

Taking all these studies into account, the limited number of analysis of coursebooks with regard to ELF, particularly lack of ELF analysis of coursebooks used at the preparatory programs of private universities is a gap requiring to be evaluated and this research gap needs to be filled.

1.3. The Purpose of the Study

This study aims at identifying both whether language coursebooks used at the preparatory program of a private university in Antalya represent ELF or not and to what extent awareness towards ELF is promoted through these coursebooks. Specifically, the goal of this study is to present how listening files, speaking and video sections of the coursebooks are approached in respect of ELF principles. In the listening files and video parts of the coursebooks, it is addressed to ELF-oriented audios and videos through awareness-raising activities. With the listening files and video sections of the coursebooks, it is examined whether there are different types of accents in these parts or not. By analyzing speaking activities, the target is to classify types of topics, such as cross-cultural, global and multi-cultural and to increase learners' awareness towards these topics. What is exceedingly crucial for ELF communication is communicative strategies and, in this respect, part of the goal of this study is to determine how communicative strategies in speaking activities enhance ELF.

In light of this purpose of the study, this research attempts to answer the following research questions:

1. Is ELF represented in the listening files and video sections of the coursebooks used at the preparatory program of a private university in Antalya?
2. Are activities raising awareness in terms of range of accents in the listening files/video sections and cross-cultural/global topics, multi-culturally oriented content in the speaking parts of these coursebooks?
3. To what extent are communicative competence and communicative strategies for ELF context addressed/ enhanced through speaking activities in these coursebooks?

1.4. The Significance of the Study

This study will enable coursebook designers to be aware that language users use the language in real life based on their needs and as related to it, it will enlighten that ELF needs to be included in coursebooks to provide samples of real-life interactions. Therefore, it will increase ELT material designers' awareness in that just involving interactions of NSs does not contribute to the use of language out of the classroom. More importantly, this study is significant to point out that material writers are to take ELF into account while designing language coursebooks and they are required to include ELF-oriented tasks in coursebooks to make language users ready for real life interactions. Through this study, it will be emphasized that a pluralistic aspect needs to be included in the content of the coursebooks. A pluralistic perspective in language coursebooks both improves language users' roles in language learning and boosts the consciousness in that English is utilized in environment consisting of diverse cultures (Vettorel & Lopriore, 2013).

As Faruk (2015) states, language coursebooks have the functions of familiarizing learners with specific types of English and socializing these learners with specific cultures. Thus, coursebooks are supposed to acquaint learners with diverse cultures, integrate diversities in English and improve learners' abilities in communication

(Karakuş, 2021). Through this study, coursebook designers' awareness towards ELF will be promoted and also, attention of language teachers will be directed to this topic. In other words, as stated by Karakaş (2019), teachers practise classic ways of language teaching by not caring about language's instant position and not providing language learners with using language out of the classroom environment. There is a tendency to make learners conform to NSs by following curriculums which contain the basis of native speakerism. In this respect, it is vital to increase teachers' consciousness towards ELF and teachers play the role of reflecting alterations in language teaching, learning and use (Karakaş, 2019). And this study is expected to improve teachers' awareness while teaching by showing that coursebooks do not give much importance to ELF and ELF is limited so that teachers will contribute to teaching and learning with the materials they will benefit accordingly. In line with this situation, this study will emphasize the significance of ELF-oriented language teaching, it will display the necessity of being adopted this teaching model by teachers and even if ELF is included in coursebooks in a restricted way, teachers should involve ELF in their teaching with the materials they use. Furthermore, with this study, teachers' awareness will be enhanced in terms of selecting coursebooks. That is, teachers should select coursebooks promoting consciousness in aspect of culture and including various cultural representations (Karakuş, 2021).

1.5. Limitations

In this study, for the data analysis, two language coursebooks were used and these coursebooks examined belong to the preparatory program of a private university in Antalya. Therefore, the results of this study are limited to the analyzed coursebooks used at the preparatory program of a private university in Antalya and the results of this study cannot be generalized to the different coursebooks of different publishing houses used at preparatory programs of other private universities. Moreover, in this study analyzed points are listening, speaking, and video parts of the coursebooks; that is why, the results represent the findings of these sections and generalization cannot be made for the other skills which are in the coursebooks.

1.6. Definition of the Key Concepts

World Englishes (WEs): WEs means “varieties of English used in diverse sociolinguistic contexts” (Bhatt, 2001, p. 527). Based on WEs perspective, it is crucial to learn diversities in English rather than Standard English and in this respect, English was used as a communication tool in three circles such as inner, expanding and outer.

Global Englishes (GEs): GEs is “a paradigm that includes concepts of World Englishes, ELF, and EIL. It examines the global consequences of English’s use as a world language” (Galloway & Rose, 2015, p. 254).

English as an International Language (EIL): When it is focused on the notion, EIL, it demonstrates the communication in multilingual societies as intercultural and it is not limited to just inner circle countries.

English as a Lingua Franca (ELF): Seidlhofer (2005) described this term “as a way of referring to communication in English between speakers with different first languages” (p. 339).

English Language Teaching (ELT): ELT means teaching English to the language users whose first languages are not English.

ELF-oriented: This notion refers to inclusion of ELF characteristics.

Standard English: Strevens (1981) defined this concept as “a particular dialect of English, being the only non-localised dialect, of global currency without significant variation, universally accepted as the appropriate educational target in teaching English; which may be spoken with an unrestricted choice of accent” (p. 2).

Native Speaker: A native speaker is illustrated as “a problematic term used to describe a speaker’s use of their first language” (Galloway & Rose, 2015, p. 256).

Communicative Competence: Communicative competence represents whether a language user is competent to utilize the language appropriately in terms of both grammatical and social knowledge.

Communicative Strategies: This term is associated with “a mutual attempt of two interlocutors to agree on a meaning in situations where requisite meaning structures do not seem to be shared” (Tarone, 1981, p.288).



CHAPTER II

LITERATURE REVIEW

In this chapter, it is focused on six separate topics with a few subtitles which are crucial and essential points for the thesis topic. The chapter starts with the spread of English around the world and the reasons leading to the spread are expressed. After the explanations about how English spread in the world, the importance of English as a lingua franca in the world is focused on in the second part and brief information about basic terms concerning language spread, such as ESL, EFL, ENL, EIL, ELF, WEs and Kachru's Circles of English as WEs is given in the third part of this chapter. As the main and fourth part, ELF is predominantly concentrated on. A general overview of ELF and how ELF is in language teaching and in ELT coursebooks are discussed in detail. To associate ELF with coursebooks, the importance of coursebooks in language teaching and the use of standard language in the coursebooks are explained in the fifth section. After these sections, the sixth part of this chapter highlights previous studies conducted about ELF analysis in the coursebooks in terms of listening, speaking and video sections. Finally, the conclusion of this chapter is presented with the main points mentioned in the chapter briefly.

2.1. The Spread of English around the World

English spoken as a common language and providing communication among people has become a contact language for all people in the world and it has emerged as a global language. Being global of a language is the evidence of that language's spread and when the term, the spread of a language is viewed in general, it is obvious that this term refers to the use of language by people commonly and increasingly and diversities in the language (Cooper, 1989). The dissemination of English around the world has a long history and its impact on the status of the language is crucially undebatable since the

dispersal of the language makes English the most chosen language among other languages around the world. Based on this point, Crystal (1987) stresses that English is the language enabling to keep in touch with people and the number of people using the language has boosted and keeps boosting. As comprehended from this perspective, the expression mentioned above supports the universality of the language clearly.

The history of the spread of English dates back to British Empire expanding and the impacts of England, Scotland and Wales on the world. In line with this fact, Galloway and Rose (2015) state that the dispersal of English emerges as a result of colonization, enslavement, commerce and globalization with the enlargement of the British Empire. To clarify these reasons highlighted by these scholars, the enlargement of America in the 17th century and the expansion of British Empire into Australia and New Zealand were the indicators of colonization and as a consequence of this situation, English spread around the world. In addition, twenty-five thousand people spoke English in New England till 1640 (Melchers & Shaw, 2011). Supporting this view, Jenkins (2009b) maintains that immigration from Britain to the countries, *New Zeland, Caribbean, Australia and North America* leads to emerge colonies speaking ESL as well as English as a second language speaking colonies in India, Singapore and West African coast. These colonies which came out as a result of commerce promote to disperse English in the world. Doğançay-Aktuna (1998) and Nishanthi (2018) like Jenkins, hold the view that colonisation of British Empire in Africa and Asia caused the expansion of English and the language was kept crucially as it provided benefits specifically while governing and English was the official language. That is, colonisation and commerce reflected the authority of British Empire in Asia and Africa and in these countries that were captured by British Empire local people had to learn English for the sake of emperor's own profits to communicate, show and preserve the power of British Empire (Rohmah, 2005). In the same vein, Graddol (1997) explains that the dissemination of English is the consequence of British Empire and the increase of the number of people speaking English in many parts of the world. Communication of people having different L1 backgrounds reflects both the role of ELF and the spread of the language in the world. In addition to colonization and trade, the state of bondage influenced how English

dispersed around the world and English was a language for people working without freedom to communicate with people in the areas of different L1 input (Galloway & Rose, 2015). Therefore, the result of slavery led to the emergence of contact languages known as pidgins and creoles and countries speaking English as a native language. These points emphasized indicate that settlement realized by British Empire is the beginning of the dispersal of English around the world.

Kachru (1996) also evaluates language spread into three contexts and these are named as Inner, outer and expanding circles. Based on these circles and as the first stage English expanded into the countries which were limited to British Island and this expansion occurred in the years of one thousand five hundred and one thousand six hundred. The second stage came out since people speaking English moved to the countries, *New Zealand, North America and Australia*, and the development in language was the result of immigration of people speaking English. In the third stage, dissemination in language showed the impact of the usage of language with different groups and English dispersed into South, West and Southeast Asia etc., where English was not spoken before. These three circles were evidences of the language expansion into the countries step by step clearly.

As another point that needs to be taken into consideration regarding language spread, the United States is a reason for the dissemination since its economic role has a big impact on this issue. The existence of the United States shows that language dispersed in the countries where there was no colony (Doğançay-Aktuna, 1998). To make this point more clear and associate economy with the United States, Bhatt (2001) reports that the influence of economic conditions on the dispersal of the language around the world is relevant to the culture and it is stated that interaction of different groups of people from various cultures through language provides the language's spread. In brief, the power of American imperialism is a tenet for dispersing English through cultural, social and economic ways and the impact of English on other languages makes the language dominant. Like Bhatt, Rao (2019) also draws our attention to how American imperialism is a leading factor for the language spread all over the world. When Rao's (2019) points

of view about this issue are regarded, it is clear to see that the usage of English in many areas such as education, entertainment, economic relations, political and international issues, scientific studies reflects that English is commonly preferred and superior to other languages and “imperialism” strengthens the view that English is a global language and globalization contributes to the expansion of language. Similarly, Phillipson (1992) evaluates the language dispersal in terms of language imperialism. According to Phillipson (1992), language imperialism means being the most preeminent language, having superiorities when compared to other languages and as a result of imperialism, English is being used by many speakers whose first languages are different. Communication is provided through a global language and it makes English a contact language. Briefly, imperialism and globalization enable the dissemination of English all around the world.

As a consequence, many factors influence the expansion of English in the world and the history of English is an elaborate issue. From past to up to now, English has provided to communicate with all people from different parts of the world even if their L1 backgrounds are not the same; therefore, the role of English as a global language cannot be ignored.

2.2. The Importance of English as a Lingua Franca in the World

In the changing world where innovations are brought together as well, learning an additional language either as a second or foreign language is a requirement for humans to adapt to the adjustments in the world and communicate with people effectively. The significance of language learning has increased with the impact of globalization especially international use of language has revealed as a necessity (Boyadzhieva, 2014). As English is preferred by a huge number of people all over the world, the importance of English has come out and English is regarded as a lingua franca globally (Jenkins, 2017). The use of English in many areas reinforces the role of language as a lingua franca and communicating efficiently and comprehending each other correctly are substantially vital (Caleffi, 2016).

As Karakaş (2012) maintains, it is crucial to enlighten the notion, *lingua franca* before proceeding to examine English in lingua franca context. To better comprehend what function English has as a lingua franca in the world, lingua franca as a term needs to be defined at first. According to Seidlhofer (2005) lingua franca is the representation of communication of people who have different L1 input and both NSs and NNSs of language sustain their interaction through English. In this respect, being NSs or NNSs of language is not vital as NNSs keep in touch using English in the worldwide communication. Communication involving people from diverse cultures is facilitated thanks to the global use of English and this condition demonstrates the variety of languages, cultures and their relation (Baker, 2009). As argued by Baker (2009), the connection between various languages and cultures shows the role of English in cultural contexts as a lingua franca. Thanks to the power of ELF, interaction with various communities belonging to different cultures and ethnic groups is strengthened and instead of monolingualism, the notions which are known as multilingualism and multiculturalism come to the forefront.

There is a large volume of published studies describing the role of ELF in terms of the use of English in many fields. For instance, in the communication of entertainment, business, trade, education, news, science, and technology the way of keeping interaction is using English since the language, *English*, is dominant in the global world (Cholakova, 2015; Gohil, 2013; Rao, 2019). That is, being an international language underlines the value of English as an official language. Melitz (2018) also provides an in-depth analysis of the role of ELF in the world and states that even if there are considerable languages spoken, English is one of the authoritative languages chosen in universal arrangements and English functions as a worldwide language when compared to other languages. It is conclusively shown that English is the language commonly used in the majority of intercontinental planning (Martins, 2017). In addition to these aspects, Ku and Zussman (2010) focus on the role of ELF in the aspect of commerce by conducting a study related to the use of English in trade. According to the results of these scholars' investigation, communication between NSs and NNSs of language and the level of these speakers in language have an influence on universal commerce.

Although having different first languages is considered as an obstacle for language, interaction in trade is provided through English and English has a position as a global lingua franca. The most important issue requiring to deal with is not being native and non-native users of language because efficiency in the easiness of expression in English as a universal language determines the advances in trade. In brief, English is a leading language and has the power on trade all around the world.

Along with these scholars expressing their perspectives about the significance of English as a lingua franca, Nishanti (2018) also discusses how English is crucial in education. Based on Nishanti's (2018) points of views in non-native speaking countries students communicate via English and program of studies is presented in English. In academic teaching, students getting education from various contexts take their courses in English and English language policy is followed. Also, coursebooks used in different levels of education are published in English.

To further examine the role of English as a lingua franca in academic settings, Özdemir (2014) carried out an investigation to see what MA and Doctorate Turkish students in a country where two or more languages are spoken think about English as a worldwide use in academic education and the consequences of the study reflect that students joining the study have positive ideas about the use of English in education even though there are also negative opinions towards the use of English especially in aspect of comparison of students with NSs. Students having positive views state that English contributes to education as a result of being an international language. As noted in this study, English serves as a lingua franca in an academic field as well except for the areas where English is used. Language teachers have the opportunities to evaluate learners' needs and regarding these requirements, teachers can decide which approach and actions they want to follow in teaching while meeting learners' demands. In view of all that has been mentioned so far, the significance of ELF in language teaching cannot be ignored. To support this aspect, Ngatu and Basiki (2019) also argue that the term, *ELF*, stresses the cultural differences as a consequence of NNSs' different mother tongues and in this regard, *ELF* reminds us cultural awareness and diversities in culture should be protected

while teaching language in its own context. Consequently, the explanations made thus far provide evidence that English is vital as a lingua franca with its own use in different fields.

2.3. Brief Information about Basic Terms concerning Language Spread

Comprehension of a language requires knowing that language with its whole features and in English there are basic key notions describing the place of language. These are ESL, EFL, ENL, ELF and WEs. These fundamental terms demonstrate the role of English and inform language learners about how English functions all around the world. To figure out these language terms better inclusive information related to these five concepts is given below.

2.3.1. ESL, EFL, ENL, EIL, ELF and WE. *ESL* pointing out the abbreviation for *English as a second language* reflects the use of English in contexts where English is officially spoken as a second language beside other mother tongues. People migrating to the countries where English is spoken and countries which were colonized in addition to being English-speaking regions clearly indicate the concept of English as a second language (P. Si, 2019). What is notable about these explanations is that speakers of ESL represent the countries that the British and the USA colonized (Galloway & Rose, 2015). P. Si (2019) expresses that the value of English is not different from the mother tongue in ESL and English is as crucial as the mother tongue. The use of English as a second language symbolizes the Outer Circle context (Kachru, 1985; Mauranen, 2018) and in this regard, the Outer Circle countries where ESL is spoken consist of Bangladesh, India, Malaysia, Singapore, Nigeria, Ghana, Kenya, Pakistan, Sri Lanka, Zambia, Philippines and Tanzania. Based on this information, there is no dependency on NS norms in communication of ESL (Kachru, 1985). When this term, *ESL*, is regarded in learning aspect, it is prominent that English-speaking surroundings bolster language learning and it is not prevalent to use the first language in class atmosphere (McKay, 2018).

EFL known as *English as a foreign language* is a term frequently compared to *ESL*. As one of the differences between *EFL* and *ESL*, *EFL* incorporates language users learning English in countries which do not speak English officially according to Iwai's (2011) expression. This definition remarkably highlights that learners who are not *NSs* of English are the users of *EFL* and English is not dominant in the countries where *EFL* is spoken (P. Si, 2019). *EFL* speakers are involved in the Expanding Circle of contexts, such as China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, Russia and Zimbabwe and speakers learning *EFL* are considered to depend on norms (Kachru, 1985). Since Expanding Circle context is viewed as including *NSs*, the purpose of learning and using English is considered as communicating with the speakers who are native (Fang, 2017; Galloway & Rose, 2015). Regarding this perspective associated with the communication of *NSs*, *EFL* learners need to obtain norms (Fang, 2017). *EFL* learning occurs in the contexts where English is not spoken dominantly and the first language is used in class (McKay, 2018). Consequently, these features of learning are striking points differentiating *EFL* from *ESL*.

ENL, standing for *English as a native language*, represents the use of language with native speakers in communication. According to Kachru's Three Circles of English, *ENL* is spoken in Inner Circle contexts and in this context, norms are provided (Kachru, 1985). The USA, UK, Canada, Australia and New Zealand are the samples of the language users of *ENL* and native speakerism opposes to the pluralistic view of English. Except for this general knowledge about *ENL*, the existence of *ENL* in coursebooks used in *ELT* is another point requiring to be evaluated because in *ELT* coursebooks, native speakerism is noticeably emphasized and the interaction of *NSs* are identified with the exercises presented (e.g. Matsuda, 2012; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013). As comprehended from these issues stated above, *ENL* obviously supports a monolithic view of English.

EIL referring to *English as an international language* describes the communication of the users of language from different cultures and nations. This term mainly focuses on the ability of effective communication of people from different cultural backgrounds

(Sharifian, 2009). EIL has brought changes in teaching English to speakers of other languages (TESOL) and approaches to ELT and learning in terms of who the owner of English is (Marlina, 2014). To clarify these changes, it should be noted that EIL has been viewed as the communication between NSs and NNSs of the language so far since this concept represents the communication between different cultures, but in today's world, communication in English in intercultural contexts occurs with the speakers who are not native as well. In this regard, EIL includes a wide range of participants in communication and indicates the growth of participants in conversation. Researchers dealing with EIL assume the presence of the diversities in language used in the world while taking EIL into consideration; however, EIL does not stress specific variety in language. As McKay (2018) attempts to show, the use of EIL does not depend on a particular culture. The mother tongues of the users of the language, the proficiency of learners in language and the culture are major elements leading to the varieties in English and the language used, the way of using the language and the success of speakers in language use are crucial for the use of EIL (McKay, 2018).

ELF representing the use of *English as a common language* is defined as the use of English in communication of people having different L1 backgrounds and culture (Jenkins & Leung, 2017). ELF differs from basic language terms explained briefly in previous sections with its characteristics and on the basis of distinctive features detailed information about ELF representing the language use in linguacultural communication will be presented in the section numbered as 2.4.1 and titled as '*A General Overview of ELF*' in *Literature Review*.

WEs abbreviated as *World Englishes* account for the diversities related to the use of English in various contexts and alter the approach towards the use of English (Bhatt, 2001). Specifically, WE is a term illustrating the changes within the role of English. Srybe and Rose (2018) depict that WE emphasizes the plurality of English in terms of focusing on varieties belonging to geographical and national edges. WEs advocate that learners should learn varieties of Englishes instead of Standard English and its emergence is the consequence of the dispersal of English all around the world. Bolton

(2004) clarifies WEs with Kachru's Three Circles of English as Inner Circle, Outer Circle and Expanding Circle where English is regarded and spoken as either first, second or foreign language. To gain further understanding of the classification of English as WEs, it will be shed light on Kachru's Three Circles of English in the following.

2.3.2. Kachru's three circles of English as World Englishes. The spread of English plays a central role in the development of WEs described by Kachru within three circles known as Inner Circle, Outer Circle and Expanding Circle providing information on how English serves in different contexts regarding its function. These categorized circles present the users of English as a native, second and foreign language and these three circles of English as WEs are shown below (Kachru, 1996).

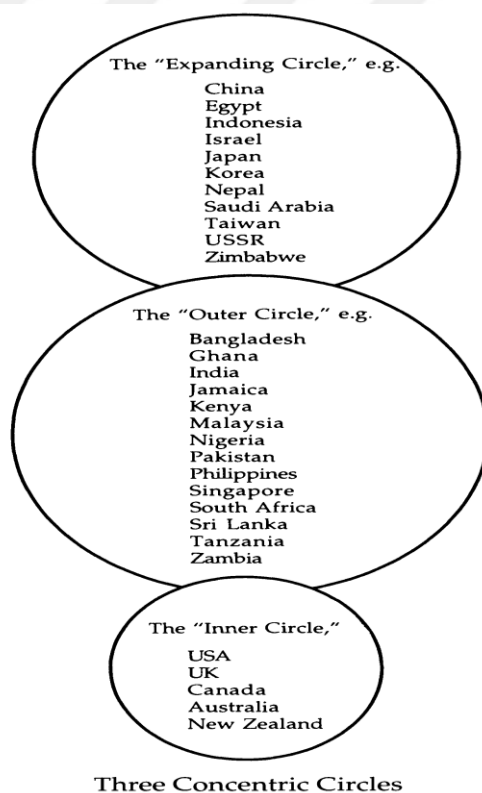


Figure 1. Three concentric circles (Kachru, 1996, p. 137)

The Inner Circle as the first one is comprised of the countries where alterations within the use of English language come out and English is spoken as the mother tongue in this circle (Jindapitak & Teo, 2013). ENL users and the countries such as USA, UK, Canada, Australia and New Zealand exemplify this circle and norms are provided for the speakers of English. In this perspective, norms used in the language within the Inner Circle are standard. On the other hand, the Outer Circle including the speakers of language using ESL consists of the countries revealing as a consequence of colonization and the United States and Bangladesh, India, Nigeria, Kenya, Malaysia, Pakistan, Philippines, South Africa etc. are involved in the Outer Circle. Norms are improved by the users of ESL in this circle (Fatima & Al Qenai, 2021; Kachru, 1985). The Expanding Circle of English indicates the countries in which EFL is spoken and China, Japan, Korea, Indonesia, Egypt, Taiwan, Nepal, Saudi Arabia and Zimbabwe reflect the scope of the Expanding Circle countries. Dependency on norms by the users of English in this circle is observed as emphasized by Kachru (1985).

In light of this brief knowledge provided above WEs with three circles synthesizes widely-reported restrictions regarded as weak points. To illuminate these points, what is known about WEs is the limitations of regions speaking ESL, EFL and ENL. By taking this issue into consideration, it is obvious that WE is geographically located and the existence of pluralistic aspect of English clearly is inhibited (Kirkpatrick, 2017). The feature of being geographically located also differentiates WEs from ELF. On the other hand, Bruthiaux (2003) addresses another criticism on the basis of Kachru's Three Circles of English by stating the way of speaking ENL language in the Inner Circle. In this sense, it is tried to be created a different perspective towards the Inner Circle. Native language spoken in the Inner Circle reflects an approach towards the status of English in that English is viewed as the only standard language and this influence leads to considering NSs as the owners of English. In other words, particular attention is paid to the dominance of ENL on other languages. From an elaborate viewpoint, it is regarded that the Inner Circle territories show the use of language appropriately and NSs contribute to the language (Graddol, 1997).

Apart from these issues mentioned about the restrictions of Kachru's model, the impact of colonization by the UK and USA is another severely criticized issue within the notion of Kachru's Three Circles as Al-Mutairi (2019) stresses in his article. According to Al-Mutairi (2019), the influence of British colonization in the Expanding Circle, particularly on Egypt and the USA colonization in the Outer Circle specifically on Philippines reveals differences within the use of language in both the colonized countries of the circles and Kachru's Circles. In general, this condition can be explained in a way that Kachru's Three Circles model puts an emphasis on colonization. As Bruthiaux (2003) states, these three circles include issues associated with the history and it is a factor affecting the functions and roles of English.

2.4. ELF

2.4.1. A general overview of ELF. English is a commonly used language in communication in the globalized world and speakers having different L1 backgrounds communicate with each other in English. Following the role of English with the influence of globalization in today's world, it is obvious that English is being used in most of the areas, such as business, trade, education and entertainment. The global changes impact the language and this effect brings varieties to the language and it indicates the notion, 'ELF'. ELF is an attention evoking issue among many scholars with regard to identifying the function of English in the world as a consequence of the spread of English all around the world. The emergence and improvement of ELF display just the opposite of the fact that has been known commonly and acknowledged for years and the status of English in the global world is enlightened with this concept, *ELF*. What is appealing about ELF is that English is not under the control of the NSs who are regarded as the owners of English and also who have superiority over the language evidently; thus, communication can be kept through English as a global language and anyone can speak English either as a mother tongue or an additional language according to Sowden (2011).

To be able to comprehend how ELF changes the use of language in interaction and how it shapes the place of English across the globe, the meaning of ELF needs to be explored at first. In this respect, there are various definitions relevant to ELF and one of them is that of Cogo (2012) who states that ELF is not monolithic and it is not geographically located. It is typically observed that speakers from the outer circle, expanding circle and inner circle contexts can communicate in ELF. As clearly comprehended from Cogo's (2012) definition, ELF exists in different linguacultural communities and ELF consists of heterogeneous groups. Specifically, ELF makes people become aware of different ways of speaking English from Cogo's (2012) point of view. Similarly, Jenkins (2009a) also defines ELF as communication in English with NNSs; that is; different L1 background emerges in ELF communication and strategies while communicating provide mutual understanding which is an essential point of communication in ELF. Forms in language with the purpose of communicating are not crucial in condition that communication is meaningful according to Jenkins' (2009a) explanation. Based on Jenkins' (2009a) point of view, what calls attention in her definition of ELF is that ELF is a worldwide language alternative for communication between people who have diverse languages and cultures. That is to say, speakers who are included in the Kachru's Expanding Circle but not natives keep in touch through English; however, that does not mean that any interlocutors of the Outer and Inner Circles cannot communicate using English. In contrast to this view, it is essential to mention that ELF contains whole speakers speaking English and ELF does not symbolize a specific group's interaction with the exact rules that are to be followed. What is more, according to ELF perspective, the involvement of Inner Circle speakers does not signify that particular norms are valid in communication. As opposed to this expected view, communities in ELF context can adapt and change the norms as long as they grasp the message that is intended to give and communication is both clear and efficient for the speakers.

Baker (2011a, 2011b), like Jenkins, focuses on the term, ELF, in aspect of communication between diversified cultures. Regarding this emphasis, ELF illuminates the consciousness of numerous cultures and influential communication of speakers having different ethnics comes out as a distinctive feature of ELF. Recognition of

cultures in terms of cultural awareness is a necessity within ELF and it simplifies to struggle with the obstacles that can be encountered in interaction. From this point of view, ELF serves as a function of keeping communication among different nations, cultures and languages (Baker, 2011a, 2011b). According to Hülmbauer, Böhringer and Seidlhofer (2008), people having different first languages communicate in English with the aim of worldwide cultural interaction and rules that are valid in native speakerism have no validity for ELF users. It is thought that ELF speakers are *learners* of language, but on the basis of ELF concept, ELF speakers are the *users* of language not learners. In addition to these scholars, Jenkins, Cogo and Dewey (2011) emphasize that ELF refers to multilingualism with interlocutors on the basis of various geographical contexts. As Kirkpatrick (2010) stresses, a common language between people speaking different native languages and having different cultures reflects ELF, as well. Likewise, the approach of Bayyurt and Dewey (2020) towards ELF shows that ELF is the way of communication of interlocutors with various mother tongues and cultures and English is used in many contexts of communication among people. As comprehended from these explanations and definitions stated by these scholars above, ELF provides intercultural interaction between speakers who have different linguacultural backgrounds.

Moving on to look at how communication is sustained within ELF contexts, our attention is drawn to the strategies for meaningful and effective communication as another leading and distinctive aspect of ELF. Based on this feature, as Galloway and Rose (2015) emphasize, it is common to see some strategies in ELF interaction and these are ‘*code-switching*’ defined as standing for alteration of the language in conversation, ‘*code-mixing*’ related to the use of one word from another language and also ‘*borrowing*’ showing the use of one word frequently (p.32). ELF users benefit from these strategies to make communication intelligible and sustainable. The norms of NSs do not exist in ELF context and in terms of grammar and phonology, there are some issues that might be considered as mistakes by NSs as a consequence of the changes in these parts, but in ELF communities, these are not taken into consideration and ELF is viewed as the communication of NNSs. To provide an overview of this issue, Seidlhofer (2004) and Mauranen (2010) express that ELF speakers do not pay attention to the rules

used by NSs. The most crucial point within ELF communication is mutual understanding, keeping interaction in an efficient way and the goal of communication. Speakers of ELF do not care about using correct grammar in language use in condition that there is mutual understanding in conversation. Also, from Marlina and Xu's (2018) views, it is not given importance to the use of grammar appropriately in the communication of ELF and speakers of ELF can direct themselves to the mentioned strategies that would help them communicate and comprehend each other through an effective communication. Making adjustments while using the language is a strategy practised by ELF users. On the other hand, strategies in ELF do not make any reference to the deficiency of ELF speakers in language use. Contrary to it, the ability of using language improves thanks to ELF strategies according to Murray (2012). Success of communication in ELF depends on adapting the features of language for mutual understanding, in other words, strategies for accommodation make the language comprehensible for ELF users (Cogo, 2009). On the basis of this knowledge, Cogo (2009) maintains that code-switching, repeating and the way of explaining anything in other words by giving the same message are other strategies used in ELF communication.

When it is taken a look at these tactics in general, it is possible to see their efficiency in interaction and ELF strategies are essential to make communication beneficial and comprehensible. In the use of English within ELF context these strategies enable speakers of English to use the language successfully and continue their communication in an effective way (Lewandowska, 2019).

2.4.2. ELF in English language teaching. Globalization influences language teachers in many ways, such as materials that they can use in teaching, ways of teaching and the choice of use of Standard English. Especially, this situation has an impact on English in ELT (Seidlhofer, 2004). In ELT, while it is thought that NSs are the owners of English and the purpose is to communicate with only NSs, ELF scholars are opposed to this view because they advocate that learners should not be forced to take NSs as

target models (Jenkins, Cogo & Dewey, 2011; Seidlhofer, 2011; Widdowson, 1994). It is obvious from this point of view that the owners of English should not be considered as NSs any longer.

In pedagogical perspective, generally, it is considered that English needs to be taught in a way that learners can communicate with NSs and as asserted by Cogo (2012) even if ELF helps language users notice varieties in the way of using language and makes language users to decide how to use language either as ELF or a NS, the basis of teaching is native-speakerism. In the Anglophone world in ELT, it is regarded that native English is beneficial for students and it makes learners successful in exams. Additionally, teaching is designed according to NSs ideology in most of the curriculum and Common European Framework of Reference for Languages (CEFR) is taken into consideration in assessment of language. In brief, this situation clearly indicates the significance of native-speakerism. However, the use of English in global contexts alters both the norms and the ownership of language and it emerges as ELF. In this respect, there is a shift both towards the use of English and its role in ELT as English is currently being used as a common language with NNEs from different linguacultural backgrounds as well. ELF perspective reflects that focus is on communication that will make mutual intelligibility clear and norms are not the basic elements of language. The change from forms to the use of English in interaction demonstrates that the point of view towards English is different and learners who learn a foreign language are regarded as ELF users of English in different contexts (Caleffi, 2016).

The role of ELF in ELT shows that the language teachers can enhance learners' communicative competence in English language teaching as ELF provides learners with language communication skills. According to Bayyurt and Dewey (2020), in ELT pedagogy teachers can realize that the function of language for learners is to communicate efficiently not the use of language accurately. Therefore, the use of ELF in teaching might give an impetus to learners in language learning (Muyan & Tunaz, 2017). As Siqueira (2020) emphasizes, ELF-oriented practices provide efficient interaction for learners and it alters the view of language learning and teaching

positively. When these points are taken into consideration, it is clear that teachers can contribute to learners' communicative language skills and they can adjust their materials regarding ELF perspective in ELT.

Adopting a similar position, McKay (2003b) mentions suggestions related to teaching language internationally and in her study, she proposes that what is included in teaching aspect should not reflect only NSs and language teaching should not be restricted with the issues associated with native speakerism. It is crucial to take learners' needs into account and also to meet these needs, the ideology of non-native speakerism needs to be recognized in ELT. The place of ELF in ELT is highly important in terms of referring to what approach in ELT should be kept regarding ELF since native speakerism is presented as the only preferred language in ELT and what learners need is not taken into account (Mairi, 2016). To show the use of English in various settings, ELF is essential at this point. As regards these suggestions, Jenkins (2012) points out that teachers play a key role in practising ELF in ELT and they have responsibilities for the decisions they will make about involving ELF in teaching. Teachers noticing ELF policy contribute to the learners to be aware of ELF and to use the language in ELF contexts efficiently (Bayyurt et al., 2019). Supporting this view, Dewey (2012) notes that teachers' consciousness towards ELF should be improved in order to realize how ELF functions in English language teaching. Thus, including ELF awareness in teacher training is a great importance of comprehension of ELF and teachers have roles to be able to decide on the issues they want to contain in their teaching as Soruç (2015) argues.

What is important to recognize here in ELT as another aspect of ELF is that intercultural awareness defined as interaction between various cultures in diverse contexts can be raised through English language teaching. The fact that English does not belong to native speakers enhances the feature of ELF in that communication in ELF is largely realized with NNSs and it is required to improve awareness of different cultures in the use of language. From this perspective, ELT classes facilitate this awareness through the use of language in ELF context and this situation enables to see language users who are capable of using language in different contexts (Baker, 2011b). To clarify this point in

detail, Baker (2011b) focuses on the ways of developing awareness towards numerous cultures in ELT and some key points about how to implement intercultural awareness in ELT are presented. When it is focused on these elements, it comes out that in ELT awareness towards various cultures can be promoted through discovering different cultures, identifying different coursebooks as sources to evaluate cultures reflected, using media tools to realize cultures, interaction of native and non-native language teachers to represent the culture diversity and also representation of only non-native language teachers' interaction. These issues explained obviously show the significance of intercultural awareness in ELT.

The position of curriculum as another issue that can be evaluated within ELF also documents the role of ELF in ELT. Especially, ELT curriculum is a way of presenting the existence of native speakerism encompassed in language teaching. On the basis of native speakers' role models, in ELT curriculum, it is directed to ELF in a limited way and it signals that curriculum practiced at schools and followed in teaching take standard language ideology as an example. To support this fact, Karakaş (2019) presents a useful analysis of the curriculum used in high school in Turkey and when the findings of his study are evaluated, he points out that it is tried to make language users to be competent with the language regarding NSs' norms. From this perspective, as proposed by Kirkpatrick (2010), curriculum should not focus on monolingualism to symbolize culture and reflections of territorial cultures should be also emphasized in curriculum. Consequently, with these points stated by these scholars, much attention is drawn to the necessity of curriculum including ELF in itself and also the role of teachers in improving language users' consciousness towards ELF. Briefly, the most crucial point to take into consideration is that monolingual policy reveals in ELT and NSs are in the center position.

2.4.3. ELF in English language teaching coursebooks. Coursebooks used ELT have crucial roles for teachers as teachers give a shape to their teaching through these materials. In the globalized world, when most of the contents of the coursebooks are

analyzed in general, it is obvious to see native speakerism commonly and NSs' interaction reveals clearly. To exemplify the existence of native speakerism, Matsuda (2012) mentions in her article that Standard English is tried to be emphasized in the coursebooks and British and American English are included in the course of study. It is mostly considered that English is a language that just belongs to the countries where it is spoken as a native language and most of the teachers do not have sufficient knowledge about the varieties of English; therefore, teachers have roles in presenting diversities with the materials they use in terms of language and culture. The presence of intercultural aspect of language in the coursebooks is vital (Vettorel & Lopriore, 2013) and in the case of culture, the common issue encountered in the coursebooks used in ELT is just a representation of the culture in the inner circle; however, coursebooks should include cultures of different contexts and they should contribute to improve learners by including samples of culture varieties. In fact, the lack of ELF-oriented materials in coursebooks exhibits the point that needs to be considered and also it indicates the relation of curriculum and ELT mentioned above; particularly, what calls our attention is significance of curriculum and in this respect, it clearly brings to light that there is a restricted focus on ELF in the curriculum despite the status of English today and changes need to be reflected in the curriculum (Karakaş, 2019). That is to say, curriculum is a guidance for teachers to be able to provide learners with using language on the basis of communication rather than focusing on the points about standard forms and models of NSs.

The content of the coursebooks should also reflect the aspects of GEs; however, most of the coursebooks used in language teaching lack this aspect and standard English is mainly presented in the coursebooks. Therefore, Syrbe (2017) accommodated a framework named as Global English Language Teaching (GELT) for analysing ELT coursebooks and Rose and Galloway (2019) improved this framework based on the advice which came from the results of Syrbe's (2017) study related to evaluating the coursebooks. According to Rose and Galloway (2019), the view of GEs is not like a colour division and language sources in ELT do not represent the classification of accepting or refusing global aspects of language belief; therefore, a framework mirroring

a global perspective in a coursebook analysis was maintained by these scholars. In this framework (GELT), it was focused on samples and rules of language in the coursebooks and in the recordings of listening sections, speakers, language (owners of language) represented and culture. From ELT aspect while samples of Standard English for language rules are presented in coursebooks and listenings, speakers using the first language are involved, the only one language is emphasized and cultures of first language speakers are shown, the coursebook evaluation of GELT framework is dissimilar. On the basis of GELT framework, various and adjustable language rules instead of Standard English, English speakers from all over the world, more than two languages as language adaptation and models of diversified, adaptable cultures are highlighted. With the features of this framework, it is also indicated how ELF-oriented coursebooks should be like. Different language rules, interaction of speakers whose first languages are different, multilingualism and cultures from different contexts symbolize characteristics of ELF clearly and they demonstrate that in addition to being a representator of Standard English, ELT coursebooks should serve as ELF to raise consciousness. Briefly, it is essential to use GELT framework to exemplify ELF in language teaching coursebooks.

Even if the importance of raising awareness in terms of different accents is known, in ELT coursebooks the domain accent in listening sections is Standard English, 'British or American' accents and interlocutors are given as NSs. The NSs' interaction emerges in the content of the coursebooks or audios; therefore, ELF does not exist much in coursebooks and this situation presents that English is regarded as monolithic and plurality of English is ignored. As Alptekin (2002) states, coursebooks should involve diverse communities' interaction in various contexts to be able to help learners use language in real life and both interactions of NSs with NNSs and communication of NNSs with NNSs should be presented in the coursebooks. From Cogo (2012) and Suzuki's (2010) perspective, varieties in the use of language should be introduced to the students through coursebooks for having efficient communicative skills. Therefore, it is required to include ELF in coursebooks and teachers have critical roles to increase awareness of students towards ELF while teaching language (Caleffi, 2016). To support

this view, Caleffi's (2016) study shows that in ELT coursebooks the existence of ELF in materials is limited and the main emphasis is on native speakerism, not interaction of NSs and NNSs. Based on the findings of this scholar's study, when listening and speaking activities of four coursebooks in ELT are analyzed, ELF is constricted in ELT coursebooks and NSs' interaction is widely stressed; that is why, teachers have crucial roles about making ELF more common in teaching.

As clearly observed, representing cultural awareness can be realized through coursebooks and when the coursebooks in ELT are regarded in ELF aspect, on the other hand, coursebooks do not reflect this awareness. Also, including different contexts enhances learners' communication as language users (Caleffi, 2016). Another study which evaluates ten coursebooks in terms of WEs, ELF in listening and speaking sections and cultural awareness through activities belongs to Vettorel and Lopriore (2013). This study has remarkable results about the existence of ELF in ELT coursebooks as well and the findings indicate that there is not much difference from other books in that ELF related tasks are restricted, but cultural awareness is tried to be raised in these coursebooks analyzed. At this point, Vettorel and Lopriore (2013) maintain that coursebooks need to be informative with the intercultural awareness activities and thanks to this awareness, it is contributed to learners' communication in real life situations. In brief, intercultural awareness is an essential point to increase communicative competence of learners (Baker, 2011a, 2011b).

Tomlinson and Masuhara (2013) also highlight that activities in the coursebooks need to enable learners to use language out of the classroom. As a reference to this view, the study of Tomlinson and Masuhara (2013) related to six coursebooks analyzed clearly presents that the activities in the coursebooks facilitate learners to produce and comment on the ideas stated and this result shows the strength of the coursebooks; however, it is not possible for learners to learn by realizing anything themselves and only three of the coursebooks try to motivate learners to succeed communicative competence to some extent. The coursebooks generally focus on using language accurately; therefore; the use of grammar correctly is the main interest of these coursebooks. This situation supports

the fact that the materials in coursebooks used in ELT should help learners use the language in daily life and communication should be the key point. Finally, sociolinguistic aspect of English is required to be presented in ELT coursebooks as Syrbe and Rose (2018) claim, but generally coursebooks do not reflect this feature and the study conducted by Syrbe and Rose (2018) demonstrate this reality. When these scholars' study is taken into consideration in detail, it is obvious that three coursebooks which are used at school in Germany mainly stress native speakerism and the existence of NNSs is much bounded. Although sociolinguistic point of language is tried to be reflected with the restricted numbers of NNSs in the coursebooks, it is a general missing point of the coursebooks used in ELT. To sum up, it is important to bear in mind that the usage of language in different contexts by NSs and NNSs is essential to illustrate ELF awareness and communicative strategies and it needs to demonstrate these features to the learners via coursebooks.

2.5. The Importance of Coursebooks in Language Teaching

In language teaching it is benefitted from diversified materials and at that point, coursebooks are one of them used in class to bring varieties to teaching. Coursebooks utilized by teachers and learners are a means of acquiring knowledge (Ahmed, 2017). Coursebooks have gained popularity in English teaching as a consequence of countless schools and prep classes in universities when compared to the past and they are omnipresent sources for language teachers with their features of determining curriculum as Kayapınar (2009) asserts. According to Solhi et al. (2020), coursebooks in language teaching have a high value on the question of their prevalence and having well-known matter in the fields of teaching and learning. Coursebooks play a fundamental role in teaching with the contributions and pros they provide and thanks to them it is a guidance for teachers about what and how to follow in their teaching (Yılmaz & Aydın, 2015). Through this characteristic of the coursebooks teachers can shape the way of their teaching. Coursebooks are valuable materials for students in learning English and they

include different kinds of activities in teaching. In line with this feature, coursebooks are ways of presenting diversities of materials for learning (Tsiplakides, 2011).

Moreover, Ur (1996) pinpoints a number of benefits that coursebooks possess as providing an obvious scheme to follow for teachers and students; having a function of listing subjects involved in a course of study; easiness for teachers in terms of materials; having an economic aspect; presenting whole supplementary materials together; directing teachers who do not have any experiences; contributing to self-study for students. In addition to these profits of coursebooks in ELT, they allow for language learning by making learners be face to face with the language (Richards, 2010). Coursebooks impact language learning and teaching with the materials they supply as Saadipour and Shakouri (2016) point out as well. Ahmadi and Derakhshan (2016) hold the view that language learning and teaching are strengthened thanks to coursebooks. Coursebooks in ELT bring alterations and variations in teaching and learning; recommend techniques, present knowledge for learning and advocate teachers (Hutchinson & Torres, 1994). Furthermore, coursebooks assist teachers to plan what they want to use as materials apart from transferring information properly (Naseem, Shah & Tabassum, 2015). According to Catalan and Francisco (2008) and Thornbury (2002), vocabulary learning is provided through coursebooks as a result of numerous vocabulary involvement; that is why, coursebooks are sources for this purpose.

Coursebooks also have a function of supplying materials for enabling intercommunication in learning (Cunningsworth, 1995). In this regard, the role of coursebooks emerges as proposing knowledge in terms of culture (Bahman & Rahimi, 2010; Karakuş, 2021; Wen-Cheng, Chien-Hung & Chung-Chieh, 2011) and searching cultural aspects through analysis of coursebooks is crucial to raise learners' consciousness towards cultures as well (Karakuş, 2021). Taking this function into consideration, interaction with different cultural backgrounds is provoked through coursebooks (McKay, 2003a). Briefly, as comprehended from the explanations of Aliakbari (2004) and Anwei Feng and Byram (2002), coursebooks illuminate culture and represent worldwide language.

Unlike the pros of coursebooks, it is acknowledged that coursebooks include drawbacks that need to be taken into account while teaching. For instance, Richards and Renandya (2002) point out that coursebooks do not reflect real life contexts for language use; cultural aspects of coursebooks that are tried to be included are not enhanced well enough; the duty of learners is lessened; it is not focused on speaking and writing skills in a sufficient way. There is also excessive dependency on the coursebooks; thus, the function of teachers is weakened (Ur, 1996). Furthermore, coursebooks might restrain teachers' artistry as an outcome of not embellishing the lesson with any additional components and they might not be sufficient to answer learners' needs (Yılmaz & Aydın, 2015). Following coursebooks only as materials decreases efficiency of the lesson as well as losing learners' interests.

In spite of both positive and negative features of the coursebooks mentioned, teachers own serious responsibilities to make teaching and learning impressive for learners and they are the sole contributors that will enhance teaching. Regarding the profits of the coursebooks used in language teaching, the most crucial point that can be deducted is that it is highly crucial to select suitable and beneficial coursebooks for language teaching and learning since coursebooks are inseparable components of teaching and learning. As İnal (2006) highlights, coursebooks that are picked should be in harmony with the purposes and principles of the language teaching to be able to succeed the target. Therefore, it is required to bear in mind that coursebooks chosen are supposed to encounter learners' needs, contribute to efficient learning, develop both learners' language skills and intercultural awareness and provide facilities to use language in real life conditions. That is to say, coursebooks should involve activities that will promote communicative competence of learners.

2.5.1. The use of standard language in coursebooks. Languages have confronted with many changes such as language structures, their status in the world and the fields of use during the history and this situation leads to question the concept of language ideology. Language ideology has come on the scene as a result of differences

and alterations in the language use (Galloway & Rose, 2015) and many scholars have focused on this term and defined it. For instance, according to Gal (2006), language ideology means cultural understanding of language with its use and function in communication. A similar definition has been proposed by Galloway and Rose (2015) who have argued that what is believed about language refers to language ideology. To be able to associate language ideology with the concept, *standard*, it is crucial to define this term as well and, in this regard, *standard* is attributed to the thing that is considered to be true (Galloway & Rose, 2015). The spread of English with the alterations and variations in its use also reveals another striking concept known as a standard language ideology and regarding the definition of language ideology, the concept of standard language ideology indicates the beliefs about the use of norms regarded as correct. In other words, standard language ideology is related to the use of English as a standard language. The impacts of standard language ideology are obviously seen in many fields and this situation is expressed by many scholars. For instance, Jenkins (2007) argues that there is an effect of standard language ideology on speakers who are not native and utilize the language as ELF. Buckingham (2014) and Chun (2014) declare that this ideology comes into question while students assess teachers who are native and non-native and as stated by Rakić, Steffens and Mummendey (2011), standard language ideology is also taken into account in the assessment of proficiency of applicants for job. In foreign language examinations conducted by higher education institution in Turkey, worldwide examinations (IELTS, TOEFL) and coursebooks used in language learning and teaching, standard language is taken as basis (Jenkins, 2014; Karakaş, 2018).

As clearly known, standard language in English is categorized as Standard British English and American English which are heavily imposed on ELT coursebooks. RP which is the abbreviation for Received Pronunciation and used in communication by people from a higher order rank is also confirmed as pronunciation in British English. Standard language is regarded as more comprehensible when it is compared to the language which is not standard and this concept influences people's views while labelling English whether it is good or not; that is, standard language makes English qualified based on people's perspectives (Karakaş, 2016, 2017). Standard language

ideology is the gist of ELT world and effects of this ideology in ELT are discernible (Leon, 2018). There is an emphasis on British and American English in ELT and superiority of NSs to NNSs in the use of language is a commonly recognized paradigm. The dominance of NSs in terms of the use of language and the impact of Western territories, especially the UK and the USA where English is spoken as a mother tongue are the issues reflecting the impact of the use of standard language in ELT (Pennycook, 1994).

The division of NSs and NNSs in ELT due to standard language ideology shows that NSs are legitimate and dominant and as a consequence of it, NSs are viewed as samples existing in ELT world as well. In coursebooks used in ELT, the language presented is based on native standard language and as related to it, the scholar, Mahboob (2011) expresses that ELT business has been based on the beliefs and also the continuation of these beliefs. To put it forward, Mahboob (2011) explains this issue by clarifying English business gaining an advantage to keep Western concerns in the sense of bureaucracy and finance and even he associates it with the impact of Western nations. That is to say, on the basis of the explanations of this scholar, English coursebooks business as the core of British and American English is under the influence of control of Western nations (UK and USA) and as a consequence of financial power provided and gained by Western, coursebook business is pushed to the term, standard language and it is focused on it. To detail further, as English disperses, the needs of this business expand; thus, the heart of marketing this language is placed into standard language according to Mahboob's (2011) perspective.

In light of this knowledge mentioned above Hart (n.d) expounds that authors find themselves in an enigma about the language that they are supposed to use in coursebooks and for this reason in ELT circle, coursebooks are written in British English and American English forms. Tollefson (n.d) also maintains that a great deal of coursebooks in language teaching represent standard English and coursebooks with the teachers' books lack language varieties. Similarly, De Cuba and Slocum (2020) claim that diversities of language use are not strengthened in coursebooks and variety in the

presentation of language is the missing point encountered. To enlighten this point, these scholars report the result of an analysis related to their studies focusing on determining language varieties in the case of pronouncing the words and proper use of rules. The consequence of the study examining 17 national coursebooks based on speaking skills mirror that coursebooks analysed own an approach towards the use of regional structures in language and they are considered as fault. Thus, it is conspicuously concluded that attitude towards standard language is positively maintained in the coursebooks and the use of varieties in language is evaluated as a hindrance to standard language even if these scholars emphasize that learners' consciousness towards the use of language diversities is to be promoted.

Overall, the view that the owner of English is NSs demonstrate its existence in most of ELT coursebooks in the aspect of NS language ideology and it exemplifies that English is delineation of Inner Circle context and this point of view is upheld in ELT.

2.6. Previous Studies about ELF Analysis in terms of Listening, Speaking and Video Sections of the Coursebooks

The importance of coursebooks analysis regarding ELF cannot be underestimated with their contributions to awareness of language use in diverse contexts. When the studies related to ELF are viewed, it is obvious to see numerous studies investigating ELF in coursebooks used in language teaching and learning in general abroad and in Turkey. However, most of the studies in higher education institution focus on teachers' and students' understanding about ELF and the studies associated with ELF analysis in coursebooks are restricted. Specifically, the analysis of coursebooks on the basis of ELF represents the coursebooks at MoNE. Also, the lack of studies related to the analysis of ELF in ELT coursebooks used at the preparatory programs of private universities is a missing point that needs to be concentrated on. To reflect how English is used in different contexts and how it is presented, studies about ELF analysis in coursebooks to examine are given as follows.

Kopperoinen (2011) evaluated two English coursebooks used for junior high school in Finland. It was both a quantitative and qualitative study examining listenings in the coursebooks. The findings of this research demonstrated that NSs' accent was preeminent and it was RP. Accents in the districts where English was spoken as a second and foreign language were restrained. One of the coursebooks had more accents that were not native when compared to the other one, but they were not the majority of the accents including in all of the coursebooks. With this feature, it was not possible to see ELF in the audios, but the researcher's point of view was that involving different accents was a way of promoting consciousness of learners towards varieties in pronunciation. In listening the duration of excerpts from non-native countries was too short. This research showed that the emphasis on native accents did not reflect the use of English in real life contexts.

Meidani and Pishghadam (2013) focused on the analysis of four coursebooks whose levels were intermediate by scrutinizing the depiction of different contexts presented, accents in the audios, representation of culture and characters exemplified as intercultural awareness. This analysis was basically on international use of language. From this study, it was obvious that territories where English was spoken as a second and foreign language were leading in the coursebooks and cultural awareness raising topics were included with the nations mentioned. Various accents such as British, American, Canadian, Australian, Middle Eastern, Asian etc. were heard regarding listening. In the audios, the conversations were among interlocutors who were not native and were from different first languages. Therefore, accents that were not native existed in the coursebooks evaluated. Diversities of cultures were seen in the coursebooks and there was a presence of reflection of different character samples from diversified contexts. In brief, these English coursebooks were crucial to show the function of language use in international communication.

Tomlinson and Masuhara (2013) studied on a review about evaluating the coursebooks. These scholars analyzed six intermediate level of coursebooks used in language teaching and they examined the coursebooks in many aspects such as language use, culture,

awareness, ELF, facilities to use language out of the class, success of meeting learners' needs etc. When it was focused on the results of just ELF perspective of the coursebooks, it was clear to see that the coursebooks did not reflect features of ELF as British English was dominantly incorporated and in most of the coursebooks communication was between NSs except for one coursebook. In the listenings, NSs' accent was heard in most of the coursebooks, but in one of the coursebook it was tried to include different accents in one unit and in another coursebook, recordings reflected German and Italian accents. The coursebooks did not promote learners to use language out of the class and consciousness towards culture was not raised. Some of the coursebooks enabled learners to use language in communication through speaking exercises, but some of them did not provide it as the exercises required teachers to direct students. As a consequence, the coursebooks with the analyzed points did not present ELF at a satisfactory level.

Vettorel and Lopriore (2013) conducted a study analysing listening and speaking activities of ten ELT coursebooks for secondary schools in Italy. The points focused on in the coursebooks were the evaluation of ELF with the exercises in the skills stated. Generally, it was concluded from this examination that the coursebooks were not ELF oriented and NSs were prevalent. Standard British and American English were examples of language and accents of NSs were basic in listenings. The use of language out of class was not provided in terms of speaking and techniques for making communication clear were presented in all of the coursebooks. However, tactics for NNSs' interaction were not much and they were not displayed in ELF contexts. Overall, these examined coursebooks did not reflect ELF awareness.

The study of Chan (2014) was related to the analysis of evaluation of pronunciation in English language teaching in Hong Kong on the basis of a recent curriculum, listening exams conducted and coursebooks used for listening and speaking skills. To analyze the coursebooks, it was benefitted from three series of regional coursebooks used in Hong Kong. The purpose of this study was to determine whether ELF/WE was unified with the curriculum or not. The results of the examination exhibited that the recent

curriculum in ELT allowed for WE/ELF by neglecting NSs' accents, but listening exams involved the accent of local people in Hong Kong whose accents were native. In the listening sections of the coursebooks speakers were non-native, however, RP was primary accent. Also, in one of the coursebooks few NNSs' accents were identified. The listening sections included language settings consisting of different speakers from diverse contexts despite the dominance of RP. The coursebooks also represented Hong Kong contexts. There were accommodation strategies for interaction in the speaking parts, but these strategies did not reflect ELF as they did not take speakers and their cultures into account.

Another researcher dealing with ELF was Takahashi (2014). This researcher analyzed sixteen English coursebooks used in Japan as regards language users, interaction, norms and content. The findings of the research manifested that NSs and NNSs were presented as language users. NSs and Japanese language users were also included in interaction as well as NNSs. ELF use of language as norms was identified and varieties in language use were encountered. For speaking, it was pointed out that it could provide learners with sharing their views; therefore, subject matters could be added for negotiation, but the study conducted was a clear ELF reflection.

Caleffi (2016) also analyzed four ELT coursebooks chiefly focusing on listening and speaking within ELF. The goal of her study was to investigate whether ELF existed or not in these sections and this scholar's research showed that listening parts in the coursebooks were the sample of Standard British accent and there was an interaction of native British speakers, so interaction of NNSs to NSs was very few and there was no interaction of NNSs to NNSs. When the speaking sections in the analyzed coursebooks were evaluated, it exhibited that two coursebooks did not provide facilities to use communicative strategies as learners were guided by teachers; however, strategies for interaction were much in other three coursebooks when compared. The use of language in ELF contexts was limited. International topics were not included as speaking topics in the coursebooks. There was no attempt to provide learners with the real use of language

outside the classroom. To conclude, ELF was restricted in listening and speaking sections.

Koç (2016) writing an MA thesis from Sakarya University examined the coursebooks used at MoNE in terms of ELF regarding the representatives of cultures. In this study, understanding of teachers and candidates of teachers was also evaluated on the basis of involvement of cultures in language teaching and learning. The result of this study demonstrated that coursebooks prepared by MoNE were not sufficient to present ELF and teachers' understanding of the position of the language at present and incorporation of diverse cultures also revealed that ELF and diversities in English were not valid based on their views. Briefly, this study showed the deficiency of ELF in the coursebooks used at MoNE and the understanding of the teachers about ELF clearly.

Tsantila and Georgountzou (2017) did research on the examination of the worldwide influence of language on two sets of coursebooks used in middle school which was not private. The total number of units searched in the coursebooks was nine. It was focused on words, articulation and listenings to evaluate in this study. Guidebooks for teachers were also taken into consideration to assess recommendations. The results of this study showed that there was a diversity of subjects attributing to people from different contexts in the coursebooks and there were speakers from diverse cultures. However, the accents of these speakers did not reflect their identities, so the impact of British English heavily existed in the audios. Some of the exercises had a function of communication in the coursebooks, but in the listenings there were no communicative strategies. The coursebooks did not enable learners to use the language in real life contexts due to the exercises that were not organized in a proper way. There was not much effort to raise learners' consciousness towards the use of language internationally. To sum up, this research was important to direct attention to how listening sections of the coursebooks should be designed. That is, it attracted the attention to the involvement of different accents with various cultural interactions from diverse contexts.

The study of Syrbe and Rose (2018) was also based on ELF research evaluating three English coursebooks used in Germany and the issues taken as a target in the study were

ownership of English, main speakers in the coursebooks, language use, listening sections, depiction of culture and ELF perspective. The study possessed a great importance to determine the presence or absence of ELF. The results of the study indicated that native speakerism was emphasized through the coursebooks and there was an interaction of NSs with NSs. They symbolized Inner or Outer Circle communities. The main speakers were native and in the listening parts, RP was superior primarily in addition to American English. Different accents of English were identified in the recordings and there was an interaction of NNSs in one of the recordings as a representation of ELF. The use of language mirrored British and American English norms. The coursebooks analyzed had cultural aspects, but there was no demonstration of culture in ELF settings. Furthermore, interaction as ELF was not directly emphasized in the coursebooks. As a consequence, this research did not portray the real use of language in global context.

Asakereh, Yousofi and Weisi (2019) conducted a study examining ELF in listening and speaking parts of six local coursebooks with teachers' books consisting of two series used in secondary and high schools in Iran. The purpose of this study was to show ELF use in coursebooks. During this study, a framework that Caleffi (2016) used was followed to analyse the coursebook and the results of the study indicated that accent varieties were not observed much in listening sections in general and language users' accents were similar to native speakers. There were no interactions from different contexts and communication was between Iranians in listenings; therefore, listening sections did not allow for ELF use adequately in general. Speaking sections did not promote awareness towards ELF use and culture was restricted to Iranian contexts. There were no varieties of cultures in topics presented; thus, cultural awareness was not promoted. There was a missing point in showing multilingualism and multicultural aspects of language. The use of language outside the classroom with real life communication was not provided. Briefly, coursebooks selected to analyse did not reflect ELF use and this study displayed the importance of designing materials in language teaching and learning from ELF perspective.

J. Si (2019) examined five Business English coursebooks used in Business English Program in China in the case of what was presented in the sections of the coursebooks. Coursebooks were evaluated on the basis of representations of English, language and culture that were exhibited and the purpose of language use. The results of analysis illustrated that there was a majority of NSs in coursebooks and in spite of limited different accents in the listening sections, the conversation was among NSs and non-native English speakers (NNEs). Even if the involvement of NNEs seemed as a benefit for ELF interaction, NNEs were tried to act as if they were NSs and it did not work for ELF interaction of English users who were Chinese. NSs were the owners of English when compared to non-native English users and Chinese English users. Standard English was the indicator of language of coursebooks. Using language and words both appropriately and in communication were the goals of activities in coursebooks, but there was no real-life use of language. In terms of culture, Chinese culture was depicted in a limited way even though NSs and NNEs' cultures were included in coursebooks. To sum up, from ELF aspect there was a deficiency of ELF-oriented exercises in the coursebooks even if it was tried to reflect ELF in a global context.

Rose and Galloway (2019) analyzed five ELT coursebooks regarding global aspects of language by using a framework, GELT. In this study, accents in listening sections, norms, speakers and representations of language and culture were the main points to examine. When the findings of this research were looked at, it revealed that RP existed in listening materials in general and norms in the coursebooks belonged to British English. The coursebooks included L1 speakers and 52% ELF interaction was identified. The coursebooks exhibited 46% of Inner Circle, 19% of Outer Circle and 85% of Expanding Circle cultures. British and American English were dominant as language samples. In spite of the fact that coursebooks used for the analysis were based on native standard English generally, two coursebooks were ELF oriented since they symbolized English that was not standard in listenings.

Guerra et al. (2020) did research on the analysis of ELF in coursebooks used in Portugal and Turkey. The purpose of this study was to determine similar and different points in

the coursebooks analyzed and pinpoint the integration of ELF into the coursebooks. For this study 10 regionally and globally manufactured coursebooks for Portugal and nine for Turkey were used. The points studied on were diversities in terms of words, language rules, articulation and orthography and labelling cultures whether they were native or not and global issues. The consequence of this research was that ELF was disregarded in the coursebooks and some of the exercises in the coursebooks illustrated various samples of cultures and global topics. British and American English forms as language and culture were leading. Global coursebooks in Portugal represented British English regarding words, language rules, articulation and orthography. There were American English, and few South African and Indian accents also the representation of American culture. On the other hand, regional coursebooks used in Portugal were the samples of British and American English with the words and orthographical features of language. Listening sections in the coursebooks possessed American English accents. There was a representation of American culture. The articulation features were based on American English. Regional and global coursebooks in Portugal integrated the cultures of the UK and US. Cultures of Inner Circle were involved in both coursebooks used in Portugal, so there was not regional culture. Samples of culture and passages were reflected through global issues. Thus, these coursebooks had an ELF perspective to some extent. When the analysis was regarded in aspect of regional and global coursebooks used in Turkey, British English was predominant with the features of words, forms, articulation, orthography and the UK and US cultures were emphasized. Culture symbolizing Turkey was not included in the coursebooks and Inner and Expanding Circles' cultures were presented. Generally, coursebooks in Portugal and Turkey maintained the features of British and American English even if a few models of cultures and global subjects were mentioned. As a result, this study tried to signal the importance and necessity of inclusion of ELF in coursebooks.

The study of Solhi et al. (2020) was based on the analysis of three coursebooks used at state schools for language teaching which represented the levels of the second, third and fourth in Turkey. This study did not include all of the units to evaluate in the coursebooks, so just two units involving two and seven were analyzed as it was

considered by the researchers that these units also clearly reflected the other units that were not evaluated and they were sufficient to get general understanding about the coursebooks as a whole. For the analysis, the framework belonged to Tomlinson and Masuhara (2013) was used. The evaluated issues were about in which parts of the units students experienced the use of English at most, in which parts of the units students dealt with effectively, how coursebooks enabled students to share their points of views, promoting awareness tasks, exercises facilitating the use of language in interaction, consciousness of culture, the use of language out of the class, settings that language was presented, consciousness of ELF and communicative competence etc. When the results of the study were examined, it revealed that listening was the chief point in the units of one of the coursebooks and in the other coursebooks, conversations, and short passages provided learners with using the language. There were not sufficient tasks allowing students to share their views in the units and also the units analyzed lacked the tasks raising consciousness. The units examined in three coursebooks did not include enough activities enabling students to use the language in interaction. In one of the coursebooks, there was no effort to promote consciousness towards culture in units, but in the other coursebooks, there were few samples about culture. Briefly, the coursebooks could not succeed it. In two units of the coursebooks, there were few opportunities to use the language out of the class; however, they were not enough. In one of the coursebooks, there were not any exercises that would require learners to associate with their cultures, but in the other coursebooks there were some examples about reflecting Turkish contexts. In terms of ELF, listening sections of two units in the second grade coursebook were mainly on British English accent, the use of words was based on British English, so the coursebook did not promote ELF consciousness. In two units of the third grade coursebook, the emphasis with the use of words and listenings was on British English. Samples of speeches presented in the coursebook were British English and ELF was not introduced in the units. In the fourth grade coursebook, there were British English listening files and communication in the conversations was generally among Turkish even if there were interlocutor samples belonging to various countries. Therefore, two units did not involve ELF in this coursebook as well. Briefly, analyzed units in three

coursebooks did not reflect the features of ELF and there was not consciousness of ELF in any of the coursebooks. The main focus of two units in coursebooks was on the use of language correctly and the use of language in real life situations was not provided. To sum up, the attention of students was not directed to ELF.

Yağar (2020) from Çukurova University carried out a study on the examination of language coursebooks utilized at preparatory classes of a university in Turkey in terms of strategies for making meaning and accomplishing understanding in communication. This study was the representation of an MA thesis. For this research, the researcher conducted a survey with the instructors to clarify their consciousness about strategies making communication meaningful and to display their application and understanding of these strategies. Also, four levels of the coursebook whose name is Empower published by Cambridge University Press and which were used by the students and the teachers were analyzed. The results of the study indicated that language instructors were conscious of the importance of strategies for communication, but they had worries in terms of the way of applying strategies in communication in their teaching on the basis of the requirements of the students due to the dominance of native speakerism. Furthermore, this study showed that a pluralistic approach was the missing point in the listening files, so ELF was restricted. Exercises related to communication in the coursebooks examined were created on the basis of a structure regarding NSs and the rules of standard language.

Keskin (2021) carried out a study as an MA thesis at Istanbul Sabahattin Zaim University and this researcher searched characteristics of ELF in secondary and high school coursebooks of state schools in Turkey in her study. Five coursebooks from 8th grade to 12th grade were used for the analysis. It was a quantitative study with the purpose of investigating five English coursebooks with regard to diversities in words, articulation, orthography, language rules, ways of speech; ELF existence in four components of language skills as reading, listening, speaking and writing; tactics for making interaction efficient and comprehensible and varieties of culture in ELF context. For this study while preparing questions to search, researcher benefitted from the

framework prepared by Vettorel and Lopriore (2013). What was drawn from this examination was that British and American Englishes were reflected in phonology, pronunciation, orthography, forms and the use of words. Regarding listening and reading skills in coursebooks, communication of NSs was heavily included and the presence of native and non-native / non-native and non-native communication was restricted. With this feature, it was possible to see ELF in these sections although ELF was not reflected in the use of language. Another important aspect of the study was cultural aspects presented through coursebooks. In this regard, from Kachru's Three Circles, cultures from Expanding and Outer Circles were represented and ELF characteristic was not shown with the samples of these cultures. Despite the samples of tactics for communication, it was very limited for ELF communication. As a result, this study was an example to show that ELF was involved in coursebooks restrictedly.

Another study conducted by Koçak (2021) from Ondokuz Mayıs University as an MA thesis focused on analyzing the coursebooks used at state secondary schools in Turkey regarding ELF elements. In this study the coursebooks belonged to the fifth, sixth, seventh and eighth grades and conversations, cultures, grammatical features and articulation in ELF aspect were examined. The findings of this study demonstrated that coursebooks analyzed were on the basis of native speakerism overlooking integration of diverse cultures with respect to ELF elements.

Bilgin (2022) carried out a study as an MA thesis at Gazi University and through this study differences in language and culture in ELT by examining eight textbooks with the workbooks whose grades were ninth, tenth, eleventh and twelfth in Anatolian high schools were analyzed both qualitatively and quantitatively. The researcher focused on orthography, language rules, words, articulation and depiction of culture in her study and the results of the study indicated that there were no diversities apart from British or American English clearly. Regarding the description of the culture the ninth, tenth and eleventh grade textbooks chiefly consisted of examples of countries symbolizing Expanding Circle; specifically, the eleventh-grade textbook presented humans from Inner Circle countries with NSs, but illustrations of Expanding Circle countries in the

eleventh-grade textbook represented locations and the reality of the culture and history. The textbook with the grade of twelfth primarily involved Expanding Circle countries through the samples of humans and locations. Also, the twelfth-grade textbook principally contained examples of Inner Circle countries in terms of certainty of history and culture. In terms of topics, the ninth and eleventh grade textbooks included subject matters from various cultures, the tenth-grade textbook encompassed exemplifications of Turkish researchers and the twelfth grade textbook had samples of worldwide topics. Briefly, the textbooks presented models of culture upon local and foreign contexts and language diversities as British and American English.

2.7. Conclusion

This chapter explains the spread of English around the world by emphasizing the significance of ELF and focusing on basic concepts in language. For further understanding, ELF is clarified with its role in language teaching and learning. Specifically, the position of ELF in ELT coursebooks is expounded with samples and studies conducted on ELF regarding listening and speaking skills in coursebooks are exemplified to show whether ELF exists in teaching materials or not. The results of the studies clearly indicate that ELT coursebooks do not include ELF in teaching and learning and in the coursebooks involving ELF-oriented exercises, ELF is very limited. Also, the studies mentioned display that there are not any studies about searching videos from ELF perspective in coursebooks and it is a deficiency in ELF research. Therefore, this study is crucial for the future studies in this field in that it will clarify how videos in coursebooks represent ELF as well as listening and speaking. In the next chapter, the focus will be on the methodology part of the study comprised of research design, framework used for the study, research questions, materials under investigation, data collection procedures, data analysis and reliability and validity of the study.

CHAPTER III

METHODOLOGY

This chapter starts with the research design clarifying the type of research through which the data will be collected and then continues with the framework used in the study. As the third step the research questions on which the research will find the answers about the study will be focused on and in the fourth part, materials under investigation will be presented to demonstrate by which instruments data will be gathered. After the materials for data collection, data collection procedures will be introduced as the fifth point and in the sixth part, information about data analysis will be provided. Finally, reliability and validity of the study will be explained.

3.1. Research Design

This present study was based on descriptive quantitative research on the basis of the analysis of ELF in the listening files, videos and speaking sections of intermediate level two coursebooks used at the preparatory program of a private university in Antalya. Through descriptive research, documentary analysis with the use of quantitative content method was carried out since the coursebooks analyzed were the basic documents of this study. Documentary analysis is conducted in a qualitative and quantitative way (Dalglish, Khalid & McMahon, 2020). Based on this knowledge, a quantitative research method was followed in this study and listening, video and speaking parts were the main points examined in the coursebooks as documentary analysis and also these sections of the coursebooks were evaluated quantitatively. As Atmowardoyo (2018) states, descriptive research is a means of explaining, characterizing the issue which is analyzed in the research and the purpose to conduct this type of research is to depict this analysis methodically and precisely. The analysis of data in descriptive research can be carried out qualitatively and quantitatively (Atmowardoyo, 2018). However, this study was

conducted quantitatively. That is why, in this study, based on the first research question, descriptive statistics about interactions in the ELF-oriented audios and videos of two coursebooks were given with percentages and frequencies and various accents revealing as ELF interactions were stated. For the second and third research questions, to be able to identify the quantity of cross-cultural, global and multi-culturally oriented content and communicative strategies used in speaking sections of two coursebooks quantitative data were collected. Briefly, the quantity of ELF determined was presented through quantitative data.

In addition to this knowledge stated above, this study would represent a quantitative case study as well. As clearly known, a case study explains a specific condition with its whole features in detail (Atmowardoyo, 2018); thus, this type of study is a detailed investigation of a situation analyzed (Creswell & Creswell, 2018). Atmowardoyo (2018) points out that a case study is categorized in descriptive research and a descriptive case study is the categorization of this type of study (Yin, 2003). Information in case studies is received through various ways depending on the goal of the study; that is, a research design can be based on qualities, quantities or mixed methods (Shareia, 2016). Briefly, this present study was based on a quantitative case study to analyze coursebooks used at the preparatory program of a private university in Antalya in terms of ELF context and via a quantitative case study it was searched, described and explained how ELF was represented in the listening files, video and speaking sections of the coursebooks in terms of the frequency of displays.

3.2. Framework Used for the Study

To assess the existence or absence of ELF in the coursebooks used in the study, the framework belonging to Rose and Galloway (2019) and on which research questions were written was taken into consideration. Rose and Galloway's (2019) framework includes four points and it mainly focuses on models of English, target interlocutors, linguistic orientation and culture that is represented. The framework (GELT) used in this study is given below in Table 1.

Table 1.

Framework Used for This Study

ELT	GELT
What models/norms of English are discernible in the book and audio materials?	
1. Standard English only	5. Diverse, flexible and multiple forms
Who are the target interlocutors in the materials?	
1. L1 users	5. All English users
What linguistic orientation is promoted in the book?	
1. Monolingual	5. Multilingual/translingual
How is culture depicted in the materials?	
1. Static L1 English cultures	5. Fluid, diverse Cultures

Rose & Galloway, 2019, p. 141

3.3. Research Questions

The following research questions regarding the framework which was the basis of this study were used to analyze ELF features in the evaluated coursebooks.

1. Is ELF represented in the listening files and video sections of the coursebooks used at the preparatory program of a private university in Antalya?
2. Are activities raising awareness in terms of range of accents in the listening files/video sections and cross-cultural/global topics, multi-culturally oriented content in speaking parts of these coursebooks?
3. To what extent are communicative competence and communicative strategies for ELF context addressed/enhanced through speaking activities in the coursebooks?

3.4. Materials under Investigation

In this study, *Unlock Listening & Speaking 3* and *Speakout Student's Book* whose levels were intermediate and were used at the preparatory program of a private university in Antalya were chosen to analyze whether ELF was represented in the listening files, speaking and video sections of the coursebooks. When the coursebooks are evaluated one by one, it is obvious that the coursebook, *Unlock LS 3* was first published by Cambridge University Press in 2014 and it was written by Sabina Ostrowska. The content of the coursebook consists of a map of the book, an introduction, ten units, a glossary, video and audio scripts and acknowledgements. In the map of the book, each unit is systematically presented with its parts in video, listening, vocabulary, grammar, critical thinking and speaking. The unit structure is given as a sample after the map of the book. An explanation about the function of critical thinking and language development parts is clearly introduced and an example of these sections is displayed. There is also brief information about the introduction of online books of *Unlock*. Finally, course elements are reflected in the relevant page. In the glossary part of the coursebook, the section related to vocabulary taught in each unit is illustrated with its articulation, word category and explanations of the words. Video and audio scripts of each unit are demonstrated in the associated part.

Apart from this content knowledge of the coursebook, the number of units in *Unlock LS 3* is 10. Each unit has a video, two listening sections as the main point, speaking parts with a preparation for speaking given as a listening in some of the units and pronunciation for speaking in all of the units and speaking tasks at the end of the units. Thus, since the main research was on the basis of listening, videos and speaking activities in this study, 70 audios, 10 videos, discussions and 10 speaking tasks were analyzed in total as data collection tools.

Regarding *Speakout Student's Book*, this coursebook was first published by Pearson Education Limited in 2011 and it was written by Antonia Clare and JJ Wilson. *Speakout Student's Book* is comprised of a content page showing each unit with the function of grammar, vocabulary, pronunciation, reading, listening, speaking and writing. There are

10 units in the coursebooks and a page of lead-in exercise reveals before the first unit. There is a language bank, a vocabulary bank and a communication bank at the end of ten units. The coursebook also involves audio scripts belonging to all units. Each unit consists of five parts including all skills and in the fourth part of the units, there is a video section and in the fifth part, there is a revision. What was used as data collection tools in this coursebook for the present study was audios, videos, discussions and speaking tasks and in total 79 audios, 10 videos, discussions and speaking tasks in each unit were evaluated in the analysis of ELF.

The rationale for selecting these coursebooks for the analysis is to raise awareness of university students towards ELF by analyzing relevant parts in these coursebooks used at the preparatory program of a private university and to direct these students' attention to different types of accents included in these coursebooks. Specifically, through the analysis of these coursebooks students can be informed about what ELF is and they can be aware of possibility of using different types of accents except for Standard English or American English for interaction. As a consequence of using these coursebooks in the analysis, students' consciousness towards ELF can be promoted to some extent by showing the samples of accents, ELF-oriented listenings and videos, cross-cultural, global and multi-cultural oriented contexts and communicative strategies in the coursebooks.

3.5. Data Collection Procedures

In the coursebooks, *Unlock LS 3* and *Speakout Student's Book*, audios for listening, videos and speaking activities were determined in each unit at first. Audios were listened one by one to identify the existence of ELF characteristics and videos in ten units of both coursebooks were watched for ELF analysis. Notes were taken about whether there were representations of NSs or NNSs or not in the recordings and videos. Especially, types of accents in the audios and videos were ascertained to determine the percentages and frequency of the accents. In this way, ELF-oriented listenings were classified. In the listenings and videos, target interlocutors were detected so that it was focused on the

interaction with respect to NSs and NNSs or NNSs and NNSs. Furthermore, through the analysis of interaction, different contexts, such as Inner circle, outer circle and expanding circle that language was presented were classified. Briefly, the answer of the first research question was found out. In the first research question, it was reached to descriptive statistics to present the percentages and frequencies of ELF-oriented listening files and videos. In terms of raising awareness towards accents in audios and videos, listenings and videos were evaluated and it was determined whether awareness towards accents was promoted or not. It was kept a record of this data as well. To get data for cross-cultural/global and multicultural oriented contents, topics in speaking sections of both coursebooks were examined and units providing data with raising awareness towards these contents were noted down. The quantity of cross-cultural/global and multicultural oriented contents was written in numbers. In this way, data about the second research question were maintained. In both of the coursebooks, speaking activities in units were checked on the basis of provision of communicative competence and notes about how many strategies were used in speaking activities were taken. Following that it was accessed to quantitative data obtained from this research. With the help of this data the answer of the third research question was investigated.

3.6. Data Analysis

This present study was based on a document content analysis that was conducted on finding the answers of the research questions by analyzing coursebooks' contents in terms of ELF presence or absence through listening files, speaking and video sections that would be measured. Documents are utilized to gather and evaluate input and document analysis represents the examination of the content of the document (Dalglish et al., 2020). In this respect, coursebooks are one of the elements of this type of analysis. According to Fraenkel, Wallen and Hyun (2012), content analysis is an orderly codification of information which is measurable and concerns the qualities on the basis of a particular subject matter and classification. Classifying, calculating the repetition of the subject matter via document analysis, questioning and evaluation are various

samples of content analysis (Dinçer, 2018). Content analysis enables organized and fair ways for accurate, acceptable conclusions obtained through spoken, dictated and observable information to explain and measure particular issue (Downe-Wamboldt, 1992). Similarly, Dinçer (2018) expresses that since content analysis forms the basic skeleton of the examination, it requires to depict the method in an elaborated and organized manner. Additionally, Atmowardoyo (2018) points out that content analysis studies are conducted within qualitative and quantitative data analysis.

Based on the knowledge stated above, the present study was a content analysis of ELF in English coursebooks used at the preparatory program of a private university in Antalya and the content analyzed was on the basis of listening files, speaking and video sections. Data were gathered through quantitative content analysis to display numerical data about the quantity of accents and ELF-oriented listening files and videos. Descriptive statistics were given in tables and figures. As expressed by Fraenkel et al. (2012), descriptive statistics have a main benefit for investigators in that it allows examiners to explain data obtained through calculation. Therefore, it was benefitted from descriptive statistics for data analysis. In addition, illustrations, screenshots from the coursebooks were reflected to present data analysis of this study. Coe and Scacco (2017) clarify that quantitative content analysis is an approach showing that document is orderly classified and written down to examine and this analysis enables statistical explanations for the document analyzed. In light of this information, data received through quantitative research were given in numbers. Quantitative content analysis was also conducted to state the quantity of cross-cultural/global topics, multi-culturally oriented content topics and strategies for communication in speaking. Specifically, the frequency of ELF was gauged by quantitative research. Briefly, data received from the content were analyzed quantitatively.

For the data analysis, coding was performed for listening and video activities to analyze the content quantitatively. Coding symbolizes the model of measurement in the document which is fundamental for the analysis of content conducted quantitatively and subjects in the written document are chosen depending on these subjects' efficiency

while finding the replies for the questions in the examination (Coe & Scacco, 2017). “*Unitizing and sampling*” in content analysis reveal as crucial points (Coe & Scacco, 2017, p. 5). Taking this knowledge into account, in these analyzed coursebooks listening, videos and speaking parts in units were selected as activities on the basis of the questions that were tried to be answered in the study and speakers in the audios and videos of the coursebooks were determined either as a NS or a NNS (see Appendix 2). Speakers in the listening files and video parts were coded as NSs and NNSs. To determine ELF-oriented listening files and videos the interactions of the speakers in the listening files and videos were presented as NSs and NNSs interactions. These coded interactions in the listening and video sections were presented in tables and their frequencies and percentages were exhibited with numbers representing the quantitative research.

3.7. Reliability and Validity of the Study

In terms of reliability and validity of the study, inter-rater reliability was taken into consideration. That is to say, according to Dörnyei’s (2011) categorization, it was practised *peer checking* for the validity of the data. Peer checking is beneficial to assure whether the data are valid or not. To provide the reliability and validity of data which were highly crucial for the analysis in research methods data received from the listenings as different types of accents were checked by a NS. In addition to validity of the study, to be able to provide the reliability of the study, data were measured through ratios and density and data were figured. The statistical outcomes obtained were demonstrated quantitatively. In other words, numerical data were presented with numbers in tables. In this way the reliability of the study was promoted.

CHAPTER IV

FINDINGS

In this chapter the findings obtained from the analysis are presented. The findings of each research question are explained in detail and the results are given in tables and figures. To make the results more striking for readers, illustrations, screenshots from the relevant pages of the coursebooks and visuals from the pages belonging to the analyzed content of the coursebooks are also added. To be able to see the results in detail, the findings are presented by demonstrating the references from the coursebooks under the titles of research questions one by one. At the end of this chapter, conclusion is given as a summary of the findings.

4.1. Research Question 1: Is ELF represented in the listening files and video sections of the coursebooks used at the preparatory program of a private university in Antalya?

To answer this research question, all of the audios in the listening files of both coursebooks were listened and all videos were watched one by one. ELF-oriented listening files and videos emerged through identifying the interactions in the listening files and videos. The findings related to this research question indicated that the percentage representing the existence of NNSs-NNSs interactions which are the samples of ELF-oriented listening files in the coursebook, Unlock LS 3 is very low when compared to the number of NSs existing in the audios of the coursebook, but in Speakout, there is no ELF-oriented listening file revealing as a consequence of NNSs and NNSs interaction. ELF-oriented listening files through NNSs and NSs communication in Unlock LS 3 are higher than Speakout when the quantity of these interactions is taken into consideration in both of the coursebooks. The percentage of ELF interaction in the coursebook, Unlock LS 3, is higher than Speakout which has a

very low level of ELF representation. In terms of videos, there is no ELF-oriented video exemplifying NNSs and NNSs interaction in both of the coursebooks and there is only one video consisting of ELF interaction via NNSs and NSs in each coursebook. In Unlock LS 3 there are eight videos indicating that there is no interaction and only one native speaker exists; there is only one video representing ELF interaction with a 50% interaction, but in Speakout, ELF interaction in the videos is very low as the number of video representing the interaction of NSs with NSs is high. The findings received from this analysis associated with the quantity, percentage and frequency of interactions reflecting ELF-oriented listening files and videos are presented in Table 2 and expressed in detail. The screenshots of the relevant pages including the samples of ELF are given in the following lines, as well.

Table 2.

Presence of ELF-oriented Listening Files in Coursebooks

Interaction in Listening Files	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
NNSs-NNSs Interaction	2	8%	0	0%
NNSs-NSs Interaction	10	38%	6	8%
NSs-NSs Interaction	14	54%	66	92%
Total	26	100%	72	100%
ELF Interaction (%)	12	46%	6	8%

4.1.1. Unlock LS 3. As shown in Table 2 above, in the coursebook, Unlock LS 3 the number of ELF oriented listening files through NNSs and NNSs interaction is two and it constitutes 8%. There are 10 ELF-oriented listening files via the communication of NNSs and NSs where its number is higher than that of NNSs-NNSs and its percentage is 38%. These data demonstrate that the quantity of NNSs and NNSs interaction in listening files to symbolize ELF is very low regarding the number of listening files exemplifying the interactions of NSs and NNSs and the existence of ELF with this type

of interaction (NNSs-NNSs) is not enough when the listening files in the coursebook are evaluated in general. The coursebook includes two audios consisting of Asian and Arabic accents in ELF-oriented recordings which are the samples of NNSs and NNSs (Unit 3 recordings 3.1, 3.4) and these interactions show an example of an Expanding circle setting. The samples of ELF-oriented audios having NNSs and NSs interaction involves the accents, such as Southern British & Arabic, Standard British & Asian, Standard British, East European English & Asian, Standard British, East European, RP & Southern British, Standard British, RP & Arabic and Standard British, American English & Indian accents (Unit 1 recordings 1.1, 1.3, Unit 2 recordings 2.6, 2.7, Unit 4 recordings 4.6, 4.7, Unit 8 recordings 8.4, 8.5, Unit 9 recordings 9.5, 9.6). These samples of NNSs and NSs communication reflect Inner, Expanding and Outer circles. Briefly, Unlock is comprised of 46% ELF interactions in the audios and a few listening files raise awareness in terms of recognising accents, such as East European English, Asian, Arabic and Indian accents except for Standard English. However, the main focus is on Standard British and American English in NSs-NSs interactions in listening files. NSs are included in the listening files except for ELF-oriented audios and regarding Rose and Galloway's (2019) framework, models / norms of English presented in the audios are Standard English and the target interlocutors are L1 English users. As clearly expressed, the references to the Expanding and Outer circle countries are limited in contrast to inner circle countries.

4.1.2. Speakout. In the second coursebook, Speakout, Standard British English is mostly common in the audios of NS-NS interactions which do not symbolize ELF. There are not any audios through NNSs-NNSs interactions and the number of NNS-NS interactions in the audios is just six, so it generates 8% of ELF-oriented audios. With respect to NNS-NS interactions, French, Spanish, Dutch, Indian, Moroccan, Italian, Southern British, and Standard British accents are heard in the audios (Unit 1 recording 1.7, Unit 3, recording 3.4, Unit 4, recording 4.4, Unit 8, recording 8.6, Unit 10 recording 10.4). There are samples of an Expanding circle with French, Spanish, Dutch, Moroccan

and Italian accents (Unit 1 recording 1.7, Unit 3 recording 3.4, Unit 8 recording 8.6, Unit 10 recording 10.4). There is also one sample of an Outer circle with an Indian accent (Unit 4 recording 4.4). Standard British English accents represent the Inner circle. To sum up, Speakout consists of 8% ELF interactions in the audios. As is obvious from these findings, the Expanding and Outer circle countries are, to some extent, exemplified in the listening sections, but Inner circle countries are the main points in NS-NS interactions. Regarding the GELT framework (2019), Standard English models / norms and L1 users as target interlocutors in the audios exist apart from ELF-oriented audios. In addition to the audios in each coursebook, the following table also summarizes the representation of interactions in ELF-oriented videos in both coursebooks.

Table 3.

Presence of ELF-oriented Videos in Coursebooks

Interaction in Videos	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
NNSs-NNSs	0	0%	0	0%
Interaction				
NNSs-NSs	1	50%	1	11%
Interaction				
NSs-NSs	1	50%	8	89%
Interaction				
Total	2		9	
ELF	1	50%	1	11%
Interaction (%)				

4.1.3. Unlock LS 3. Table 3 above shows that in the coursebook, Unlock LS 3 in terms of videos, there is no ELF-oriented video indicating NNSs-NNSs interactions, but the number of NNSs-NSs interactions in the video is just one which is in Unit 3 (p.52) and it constitutes 50% of the ELF interactions in the video. The conversation in this video is about history and the speaker in this unit speaks with an American English accent and the interviewee speaks via a Spanish accent (p.52). The NNS interaction with a Spanish accent displays the sample of an Expanding circle. There are also eight videos

demonstrating that there is no interaction and only one NS exists. To make this ELF-oriented video clear, a screenshot sample of the video is given in Figure 2 below.

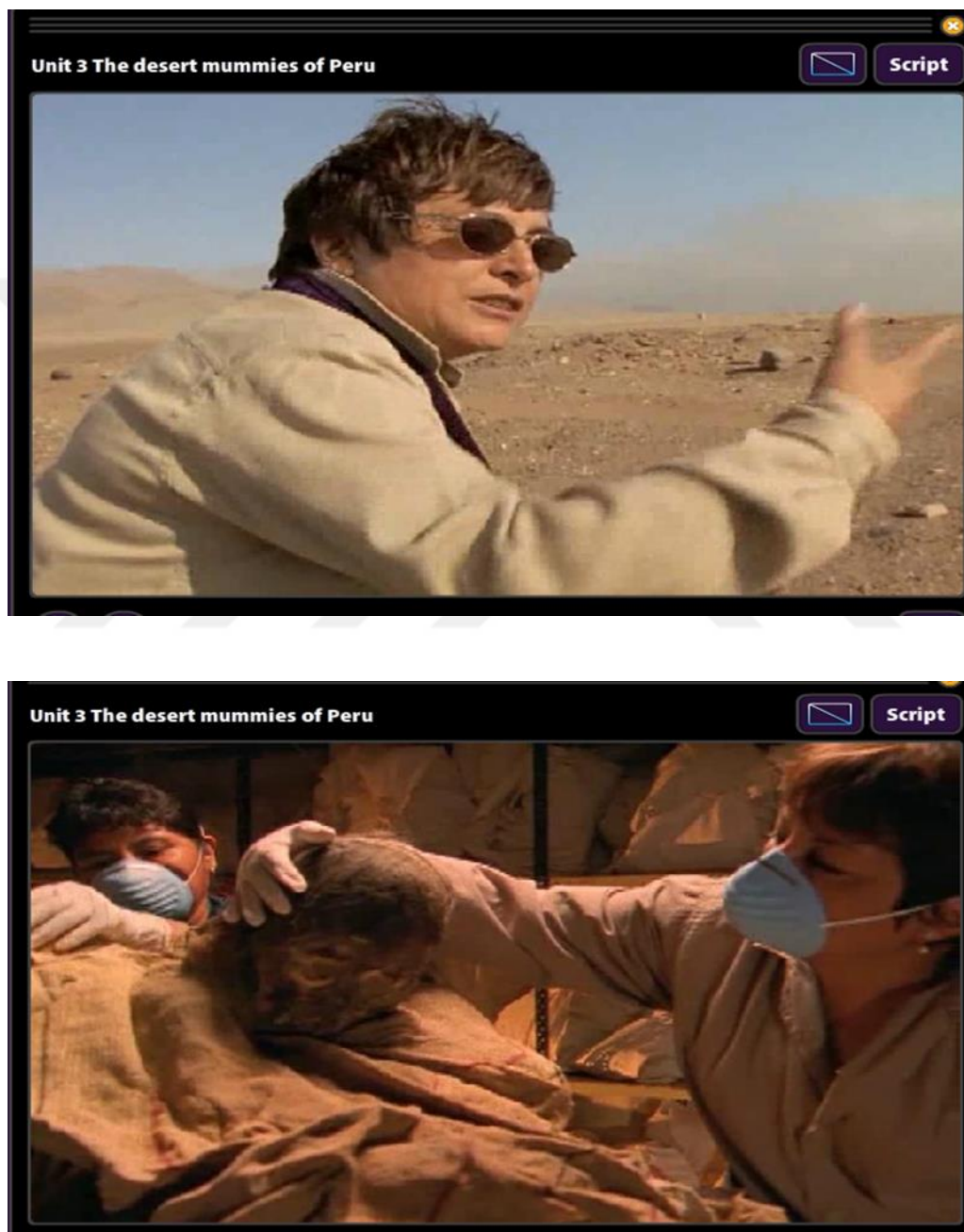


Figure 2. A sample of ELF-oriented video from the coursebook (p.52)

4.1.4. Speakout. In the coursebook, Speakout, the videos are given under the title, British Broadcasting Corporation (BBC). There are no NNS-NNS interactions in

the videos and there is only one video representing a NNS-NS interaction and it forms 11% of ELF interactions. These data indicate that ELF interaction is very low in the videos of this coursebook when it is focused on the number of existing NSs-NSs interaction in the coursebook. In the video related to the tribe and showing NNS-NS interaction, Polynesian and Standard British accents are heard (Unit 8 Video) and Polynesian accent symbolizes an Expanding circle. To visualize this video, a sample of a screenshot of the video is given in the following figure.



Figure 3. A sample of ELF-oriented video from the coursebook (p. 100)

4.2. Research Question 2: Are activities raising awareness in terms of range of accents in the listening files / video sections and cross-cultural/global topics, multi-culturally oriented content in speaking parts of the coursebooks?

To be able to answer this research question related to awareness-raising activities in terms of accents in the audios and videos, all of the audios in the listening files were listened, videos were watched, the types of accents were noted down and topics in the speaking sections of the coursebooks were categorized. The results of the findings associated with the awareness-raising activities in terms of accents in the listening files and videos of both coursebooks reflected that even if the coursebooks include different types of accents, awareness towards sorts of accents is promoted in a limited way as RP (Standard British) is mainly included in the audios and videos. Regarding the contents in speaking parts of the coursebooks, attention is chiefly directed to cross-cultural topics in Unlock LS 3, but in Speakout, global speaking topics are predominantly emphasized. First of all, to see the kinds of accents with their numbers, percentages and frequencies in both coursebooks, Table 4 reflecting the whole accents existing in the audios is given below.

Table 4.

Types of Accents in Listening Parts of the Coursebooks

Types of Accents in Listening Files	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
RP	91	73%	257	87%
American	9	7%	8	3%
English				
British	1	1%	14	4.7%
Regional				
East European	4	3%	0	0%
Irish	0	0%	1	0.3%
Spanish	0	0%	1	0.3%
Dutch	0	0%	2	0.6%
Indian	2	2%	1	0.3%
Welsh	0	0%	2	0.6%
Moroccan	0	0%	1	0.3%
Polynesian	0	0%	0	0%

Italian	0	0%	3	1%
French	0	0%	1	0.3%
Scottish	0	0%	4	1.3%
Liverpudlian	0	0%	1	0.3%
Asian (non-colonized)	5	4%	0	0%
Australian	4	3%	0	0%
Arabic	9	7%	0	0%
Total	125	100%	296	100%

RP includes Standard British, Southern British and Northern British accents

4.2.1. Unlock LS 3. Table 4 above clearly indicates that the total number of frequency of using types of accents in the audios of the coursebook, Unlock LS 3, is 125 and the number of RP including Standard British (at the utmost), and Southern British accents is 91; that is why, RP as the main accent in the coursebook generates 73%. There are nine American English accents and it constitutes 7%. There is one British Regional accent comprising 1% (Unit 9 recording 9.6). In addition to these accents stated, the coursebook includes some audios consisting of different accents and these accents include Arabic, Asian, Australian and Indian accents (Unit 1-p.19-20, Unit 2 p.41-42, Unit 3-p.55, 56, Unit 5-p.91, 94, Unit 7-p. 136, Unit 8-p.150-151, Unit 9-p.169, 171). The number of Indian accent is two and it comprises 2%, and 7% of the accents is Arabic accent whose total number is nine, there are five Asian accents making up 4% and 3% is Australian accent consisting of four in total. There are also Southern British English and East European English accents (Units 1, 2, 3, 4) and the total number of East European accent is four and it makes up 3%. By taking these accents into consideration, learners' awareness is tried to be increased, but not much since except for these units' audios, target interlocutors in the listening files are NSs and the UK accents are emphasized in the listening sections of the coursebook. Specifically, RP (Standard British English) is the main point in the audios in terms of pronunciation, intonation and stress. In relation to GELT's framework (Rose & Galloway, 2019), Standard English as norms is apparent in the audio materials and in this respect, it is tried to direct learners' awareness towards these models. Monolingual linguistic orientation is promoted in the audios in the coursebook apart from ELF-oriented tasks given with different accents.

4.2.2. Speakout. Regarding the second coursebook, Speakout, the total number of frequency of using types of accents in the audios is 296 and the number of RP including Standard British (at the utmost), Southern British, and Northern British accents is 257. This total number makes up 87% of RP in the audios and this percentage shows that RP is mainly featured in the audios of the coursebook. The total number of American English accent is eight and it generates 3%. There are 14 British Regional accents with 4.7%. There are different types of accents consisting of French, Irish, Spanish, Dutch, Indian, Welsh, Scottish, Liverpoolian, Moroccan and Italian accents (Unit 1-Listening p.14, Unit 3-Listenings p.34-38-39, Unit 4-Listenings p.50-51, Unit 5 Listening p.62, Unit 6-Listening p.74, Unit 8-Listening p.98, Unit 10-Listening p.123). There is only one Spanish accent which comprises 0.3 %, one Indian accent generating 0.3%, one Irish accent making up % 0.3 and one French accent consisting of 0.3%. The total number of Dutch accent is two and it forms 0.6%, there is one Moroccan accent and it constitutes 0.3%. There are four accents exemplifying Scottish accent and it makes up 1.3%, Welsh accent consists of 0.6% and the number of this accent is two in total. There is one Liverpoolian accent making up 0.3%. There are three Italian accents forming 1%. By taking these accents into consideration, learners' awareness is aimed to be increased to some extent, but not much when compared to the number of RP in the audios. Target interlocutors are NSs and the UK accents are heard in the listening sections of the coursebook and pronunciation, intonation and stress in the audios represent Standard British English. While GELT's framework (Rose & Galloway, 2019) emphasizes diverse, flexible and multiple forms, Standard English models and norms exist in audios of this coursebook and in this respect, learners' awareness is directed to these models. In the audios monolingual linguistic orientation is promoted except for ELF-oriented tasks with different accents. In addition to different types of accents in listenings, the following table summarizes how different types of accents are presented in the videos of both coursebooks.

Table 5.

Types of Accents in Video Parts of the Coursebooks

Types of Accents in Videos	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
RP	6	50%	20	55.5%
American English	5	42%	7	19.4%
British	0	0%	5	14%
Regional				
Spanish	1	8%	0	0%
Welsh	0	0%	3	8.3%
Polynesian	0	0%	1	2.7%
Total	12	100%	36	100%

RP includes Standard British, Southern British and Northern British accents

4.2.3. Unlock LS 3. Table 5 above demonstrates the percentages and frequency of different types of accents in the video sections of both coursebooks. In this respect, in the coursebook, Unlock LS 3, the total number of frequency of using accents in videos is 12. The videos in the coursebook exhibit that RP is used commonly as an accent type and RP includes only Standard British. The total number of RP is six which constitutes 50% (Units 1, 4, 5, 8, 9). American English in the videos makes up 42% which contains five American English accents (Units 2, 3, 6, 7, 10). These data reflect that videos heavily include RP and American English. Apart from these main accents, there is only one Spanish accent making up 8% in the video of Unit 3. To conclude, RP and American English as accents are remarkably used in the videos of this coursebook.

4.2.4. Speakout. The findings of videos in Speakout reflected above illustrate that the frequency of different sorts of accents is 36 and when these accents are evaluated, RP is mainly apparent in the videos. The number of RP incorporating Standard British, Southern British, and Northern British accents in the videos is 20 and it forms 55.5% (From unit 1 video to unit 10 video). The quantity of American English comprising 19.4% is seven in total (Videos of units 1 & 3). Except for RP and American

English, there are five British Regional accents which make up 14% (Videos of units 1,2,4&5). There are only two different accents and these are Welsh, and Polynesian. There are three Welsh accents constituting 8.3% (Video of Unit 4) and one Polynesian accent generates 2.7% (Video of Unit 8). As a result, accents in the videos represent that RP is commonly used.

To see whether speaking sections in the coursebooks display the samples of contents, such as cross-cultural, global and multi-cultural or not and to find the answer of the second research question associated with awareness-raising speaking activities through stated topics, discussions, speaking tasks in each coursebook were examined one by one and topics were classified. When the findings of this research question are evaluated with respect to cross-cultural, global and multi-cultural topics of speaking sections of both coursebooks, it revealed that activities in each coursebook try to raise awareness towards cross-cultural, global and multi-culturally oriented topics. In Unlock LS 3, cross-cultural topics (e.g. activities that old people do in your country, any celebrations enjoyed by the whole population in your country, traditions in your country celebrating the seasons, some important traditions from your country) in speaking sections are highlighted at most and in Speakout, global topics (e.g. topics about future, such as communication, technology, food, environment, workhabits, cities, positive and negative sides of the Internet, a plastic bag problem, questions about a difficult life of polar bears in Arctic, the way how TV programs can help to change the situation that polar bears and Arctic face to face) in speaking activities are commonly given. To illustrate this finding, Table 6 proving the distribution of these topics with the percentages and frequencies is presented and the screenshots of samples of these topics from both coursebooks are given below.

Table 6.

Cross-cultural, Global and Multi-cultural oriented Contents in Speaking Parts of the Coursebooks

Types of Topics in Speaking Activities	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
Cross-cultural	17	59%	4	15%
Global	10	34%	20	77%
Multi-cultural	2	7%	2	8%
Total	29	100%	26	100%

4.2.5. Unlock LS 3. Table 6 clarifies that in Unlock LS 3, the total number of questions with cross-cultural, global and multi-cultural oriented topics in speaking activities is 29 and this coursebook contains all of these types of topics, but in limited numbers. When the table above is examined in detail, it reveals that what is heavily incorporated in the speaking sections as a topic is a cross-cultural oriented content and the total number of this type of question associated with this topic is 17 which makes up 59% (Units 2 video discussion p. 35, listening 1 discussion p.38, Unit 2's speaking task p.48, Unit 3 listening 2 discussion p.60, Unit 3 speaking task p.65, Unit 6 video discussion p.107, listening 2 discussion p. 114, Unit 8 video discussion p.143, listening 2 discussion p.150, 151). The number of questions including global topics in speaking sections is 10 and it comprises 34% (Unit 5 listening 2 discussion p.97, critical thinking p.98, Unit 7 listening 1 discussion p.129, 134, speaking task p.138, Unit 8 listening 1 discussion p.147, speaking task p.155, Unit 10 video discussion p.179). The least involved content in speaking activities is multi-culturally oriented topics and the total number of questions with this topic is two, so it generates 7% (Unit 3 listening 1 discussion p.56 and Unit 9 video discussion p.161). To exemplify these topics, In Unit 2, there is a video about traditions in Japan (p.34-35) and through this video, learner's awareness is strengthened. In the same video, discussion questions are asked and these speaking questions raise awareness about the traditions (p.35). To illustrate these cross-

cultural topics, a screenshot about these speaking topics belonging to Unit 2 is given below.

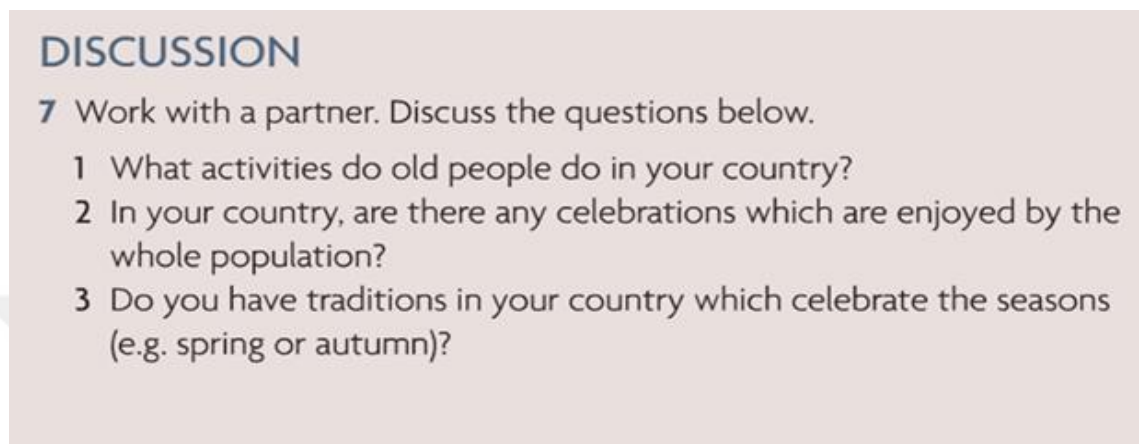


Figure 4. A sample of cross-cultural topic from speaking activities of the coursebook (p. 35)

In Unit 2, Listening 1, the audio is about changing traditions in the modern world (p.36) and diverse cultures and multi-cultural oriented content in the listening are presented to raise awareness. In the discussion questions of the first listening, students are required to talk about important traditions from their own countries, their grandparents' time that have now disappeared and traditions, customs that have changed over the last 20 years (see Figure 5). With these topics, a cross-cultural issue is presented to promote students' awareness. Also, in Unit 2, the speaking task which is about how modern technology has changed the way we interact with each other, positive/negative aspects of this influence given at the end of the unit represents a cross-cultural topic. In Unit 3, the video's content is about Atacama Desert in Peru and Chiribaya people are mentioned (p.52-53). Through this content diverse cultures are tried to be depicted. To illustrate it, visuals representing a discussion in Unit 2 and the content of video in Unit 3 mentioned above as a cross-cultural topic are given below.

DISCUSSION

10 Work in small groups. Discuss the questions below.

- 1 What are some important traditions from your country?
- 2 Do you know any traditions from your grandparents' time that have now disappeared?
- 3 Do you know any traditions or customs that have changed over the last 20 years?

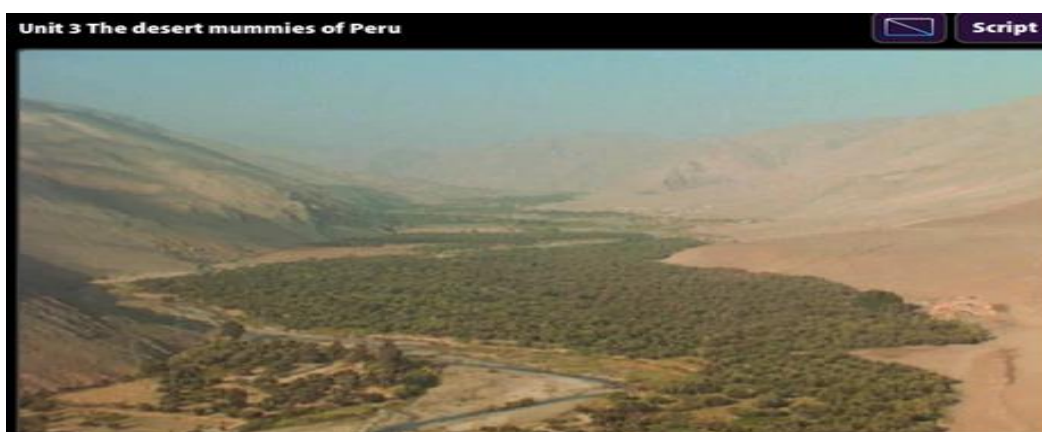


Figure 5. A sample of a discussion including a cross-cultural topic from the coursebook in Unit 2 and the content of a video from Unit 3 (p. 38-52-53)

In Listening 1 which is in Unit 3, historical samples, such as The Rosetta Stone, The Terracotta Army and The Tutankhamun's Tomb are exemplified and a cross-cultural topic is emphasized (p.55-56). This unit's speaking topic is about historical places

visited and diverse cultures' awareness is highlighted (p.56). In other words, attention is directed to a multi-cultural topic (see Figure 6). In Unit 9, the video part includes a topic related to the economic revolution in China (p.161) and the discussion is about migrant workers. The topic, migrant workers, raises students' awareness as a multi-cultural topic. In Listening 2 of Unit 3, the content is about Middle Ages, Ottoman Empire, the city of Constantinople and Mehmed II (p.59). This unit's discussion questions in speaking are about periods in history you are interested in, an important historical person and historical events (p.60) (see Figure 6). The coursebook raises awareness in terms of a cross-cultural content with these topics in listening 2's discussion. There is also another cross-cultural speaking task about preparing a presentation of a famous historical figure or a historical event in Unit 3 (p.65) (see Figure 6). To make cross-cultural and multi-cultural topics clear, the screenshots from these pages are given below.

DISCUSSION

- 9 Think of a historical place you have visited. Why is it an important place? What can people learn from going there? Make notes about it.
- 10 Work in groups. Take turns to ask each other about the historical places you have visited.
- 11 Discuss which historical place is the most interesting or important, and why.

DISCUSSION

- 7 Make notes on the questions below.
 - 1 What periods in history are you interested in?
 - 2 Think of an interesting or important historical person.
 - 3 Think of some important events involving this person.
- 8 Work in small groups. Take turns to explain your ideas.

SPEAKING TASK

Give a presentation about a famous historical figure or a historical event.

Figure 6. A sample of multi-cultural and cross-cultural oriented contents from speaking activities (p. 56-60-65)

In Unit 6, there is a discussion topic about sports events in your hometown in the video section (p.107) and in listening 2, the topic as popular alternative treatments in your country is given (p.114). Through these topics, attention is directed to cross-cultural topics. In Unit 8, cross-cultural topics as speaking are about clothes fashionable in your country, whether it is suitable to wear jeans or running shoes in formal situations like at work in your culture or not (p.143), Muslim fashion (p.150) and traditional clothes in your country (p.151) (see Figure 7). In the speaking parts of Unit 5 two global topics about a nuclear power plant and GM food are given to discuss (p.97, 98) (see Figure 7). In Unit 7, in Listening 1, the topic is about inventions and an important Medieval engineer, such as Al Jazari. Different inventions, such as gunpowder belonging to a Chinese culture, fountain pen for the Caliph of Maghreb and game of chess coming from Persian Slah Mat are mentioned in the audio (p.126-127). Through this listening and with the names of these people, multi-culturally oriented content is given and awareness is increased. As this unit's discussion topic, three Chinese inventions which are globally known are presented and students are required to talk about them (p.129). Via this speaking topic, global content is emphasized. In Listening 2 of Unit 7, a discussion topic about applications is presented and by giving this topic, learners' attention is attracted to a global topic (p.134). In the speaking task of this unit, the topic to talk about is a discovery or an invention and through this topic, a global content is emphasized (p.138) (see Figure 7). In Unit 8, the discussion in the first listening (fashion of the future) and the unit's speaking task (dress code) are about global topics (p.147, 155) (see Figure 7). Finally, in Unit 10, four pictures about Leonardo da Vinci, Albert Einstein, Ludwig von Beethoven and Thomas Edison are shown and students talk about related questions so

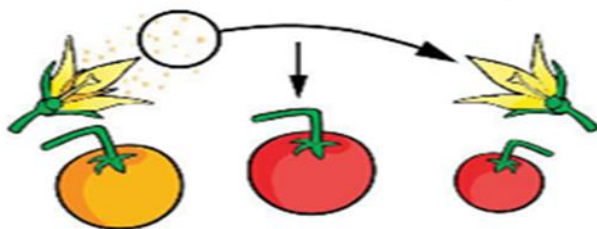
that their awareness about geniuses from modern times raises (p.181). In Listening 1 which is in Unit 10, the content involves these geniuses and it is focused on awareness-raising activities (p.181). In the video section, the topic given as a discussion is about placebo effect which is a global issue (p.179) (see Figure 7). In brief, this coursebook has activities increasing awareness in listening, video, and speaking parts and expanding circle countries are represented through the coursebook. As the findings indicate, the coursebook contains cross-cultural topics in speaking activities more than global topics, but there is a lack of multi-culturally oriented topic in speaking activities based on the number of cross-cultural and global topics in the coursebook. To see the type of speaking topics visually, samples of cross-cultural and global oriented topics from speaking activities mentioned above are given as Figure 7 below.

DISCUSSION

- 7 Work in small groups. You are members of a town council. You are meeting to discuss a nuclear power plant near your city.
- 1 Work alone and decide whether you are for or against nuclear power.
 - 2 Make a note of your reasons and think about how to explain them.
 - 3 Take turns to give your opinion in your group.
 - 4 Try to reach a decision that most people in your group can agree on.
 - 5 Present your decision to the whole class and explain your reasons.



- 1 Work with a partner. Look at the diagram. Discuss the questions below.

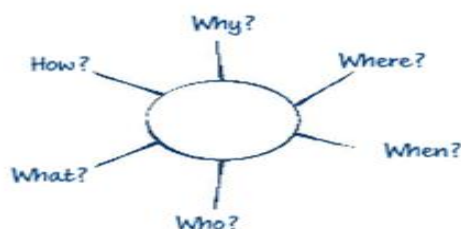


- 1 What is genetically modified (GM) food?
- 2 What is the difference between GM food and organic food?

SPEAKING TASK

Give a short presentation about an invention or discovery that has changed our lives.

- 1 Work alone. Make a list of inventions or discoveries that have changed our lives.
- 2 Choose one of the inventions and prepare an ideas map about it. Write questions on the diagram.



- 2 Work with a partner and discuss the questions below.
 - 1 What comes to your mind when you hear the words 'Muslim fashion'?
 - 2 Do you like the clothes in the photograph? Why/Why not?

SPEAKING TASK

Take part in an interview to find out attitudes towards uniforms and dress codes.

- 1 Work in small groups. Discuss the questions below.
 - 1 What is a 'dress code'?
 - 2 Why do some schools, colleges or companies have a dress code?
 - 3 Do you think a dress code or uniform is a good idea or should people be allowed to wear whatever they like?



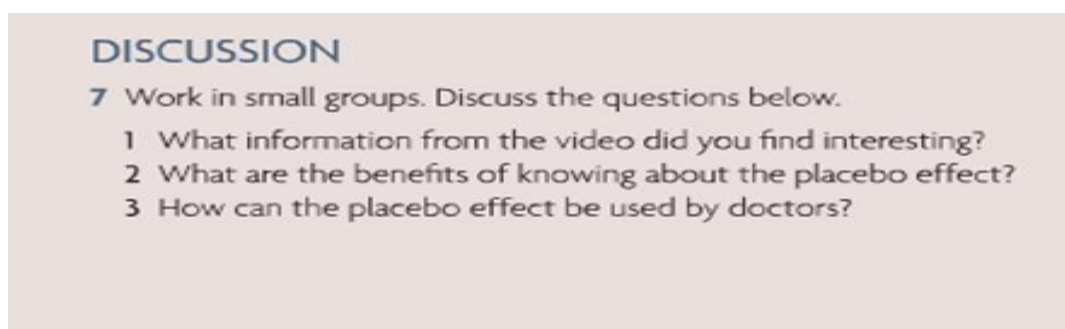


Figure 7. Samples of cross-cultural and global topics from speaking activities of the coursebook (p. 97-98-138-150-155-179)

4.2.6. Speakout. In Speakout, there are 26 questions consisting of cross-cultural, global and multi-cultural tasks and the topics densely given in speaking sections of the coursebook are globally oriented regarding the total number of cross-cultural and multi-cultural topics in the coursebook. The total number of globally oriented content in the questions of the speaking parts is 20 which generates 77% (Unit 1 speaking p.11, Unit 2 speaking p. 23, Unit 3 speaking p. 32, 37, 40, Unit 7 speaking p. 80, Unit 9 speaking p. 111, 112, 113, Unit 10 speaking p. 118, Video discussion p. 124, speaking p.125). The number of questions with a cross-cultural content in speaking activities is four and it makes up 15% (Unit 2 speaking p.20, Unit 9 speaking p.105, 108, Unit 10 speaking p.119). There are only two speaking topics related to a multi-cultural content and it comprises 8% (Unit 8 speaking p.100). As comprehended from this finding, this coursebook does not attract attention to the multi-cultural contents in speaking parts when the quantity of this topic in the coursebook is taken into consideration. To illuminate these topics (cross-cultural, global and multi-cultural) one by one, in the speaking part of Unit 1 the speaking topic is associated with differences between male and female brains representing a global issue (p.11), in Unit 2, there is a question requiring to talk about a film the learners have seen that has taught about a person / an event in history which symbolizes a cross-cultural topic (p.20) (see Figure 8). There is an audio about a radio program related to films and in this audio, Helen Mirren, Queen Elizabeth II, Will Smith, Muhammad Ali, Coco Chanel, Josh Brolin and George Bush are mentioned (p.20). Both audio and speaking questions are crucial to raise awareness

of learners. There is also an audio about some news stories and Princess Diana and President Kennedy's death news stories (p.23). Also, the speaking topic in this unit is about the most important news stories in the last five years (p.23) (see Figure 8). These contents stated are global issues and cultural knowledge awareness. In Unit 3, some important people are included in the video part of the coursebook (Bill Gates, Steve Wozniak, Mark Zuckerberg) (p.40). The speaking topics that require to talk about in Unit 3 are problems and teenagers, some topics about future and the Internet. In Unit 7, there is a speaking task requiring to choose three successful people known in the world and some questions about these famous people are given and asked. Through these topics globally oriented contents are exhibited. To clearly reflect these speaking topics, visuals from the relevant pages of the coursebook about some of the cross-cultural and global speaking topics are given in Figure 8 below.

SPEAKING

1 Work in groups and discuss. Can you think of a film you have seen that has taught you about a person/event in history?

SPEAKING

1 Discuss the questions.

1 How do you keep up-to-date with the news?

2 What have been the most important stories in the last five years?

Figure 8. Samples of cross-cultural and global speaking topics from the coursebook (p. 20-23)

In Unit 8, in the video under the title, BBC, Bruce Parry as an author mentions one of the tribes which is in the island of Anuta (p.100) and questions to talk about a multi-cultural topic are given as related to it (see Figure 9). In Unit 9, as cross-cultural speaking topics learners are supposed to describe a big moment in history by choosing an important historical event (p.105) (see Figure 9). The video in this unit tells about

Michelangelo (p.112) and there are two speaking questions representing global contents about Michelangelo (see Figure 9). There is also another global speaking topic associated with *describing someone whose work influenced you* in this unit (p.113). In addition to these topics, there are also cross-cultural contents in speaking activities of Unit 9, such as choosing a period when you were a child (p.108). Briefly, speaking topics in Unit 9 demonstrate cross-culturally oriented and global contents in speaking parts.

In Unit 10, there is a speaking topic about a plastic bag problem which is associated with a global issue (p. 118) (see Figure 9) and in the audio of this unit, there is a conversation between two speakers talking about their favourite food cities (Hiroshima and Madrid) and the speaking topic is about favourite food cities which is also representation of a cross-cultural topic (p.119). The speakers give details about the foods belonging to these cities (p.119) and these topics are the examples of cultural awareness activities. In addition to it, there is a BBC documentary as a video (p.124) and the speaking topic about this video is related to a difficult life of polar bears in Arctic. Through this topic, awareness of learners is directed to a global issue. There is also another global topic requiring to talk and give a presentation about endangered places (places to see before they disappear) (p.125) (see Figure 9). As a result, this coursebook directs attention to the globally oriented speaking topics with a high number and learners' awareness are promoted to these types of topics through speaking activities. In addition to this type of topic, cross-cultural topics in speaking activities are emphasized to some extent regarding its number in the coursebook. However, the least included topic in speaking tasks is multi-culturally-oriented speaking topics when compared to the number of types of topics in this coursebook. To illustrate these contents mentioned in topics of speaking tasks, samples of these speaking activities stated above are presented below.



5 Discuss the questions.

- 1 Do you think it is good that Bruce visited Anuta? Why/Why not?
- 2 Would you like to visit this place? Why/Why not?
- 3 Can the modern world learn anything from places like Anuta?

SPEAKING

7A Work in pairs. You are going to describe a big moment in history. Choose an important historical event. If you need help, Student A: turn to page 163; Student B: turn to page 160. Think about the questions below.

- 1 Why was this event important?
- 2 What happened before and after the event?
- 3 Would the world have been different if this event had not happened?

B Describe your big moment to other students.

C Work in groups and discuss. What do you think of Michelangelo's work? Have you ever seen any of his work? How do you think his work has influenced other artists?

SPEAKING

6A Work in two groups. Group A: look at the photo, read the fact file below and discuss the questions. Group B: look at the photo and read the fact file on page 162.

The plastic bag problem



- 1 Why does the problem exist?
- 2 What should be done about it?
- 3 What laws/schemes would you introduce to deal with the problem?

6A Work on your own and plan a three-minute presentation. Do some research if necessary, or turn to page 163 for ideas. Use the prompts below and the key phrases to help.

- What is the place?
- Why is it in danger?
- Why should you go there/see it?
- What can be done to change the situation?

Figure 9. Samples of cross-cultural, global and multi-culturally oriented topics from speaking activities (p. 100-105-112-118-125)

4.3. Research Question 3: To what extent are communicative competence and communicative strategies for ELF context addressed/enhanced through speaking activities in these coursebooks?

To answer this research question, all speaking activities in both coursebooks were examined and strategies included in the speaking parts were categorized. The findings indicated that there are only two types of strategies known as turn-taking and clarification in speaking activities and these two strategies are not included in each speaking activity. Specifically, the strategy, clarification, is used in a very limited way when compared to the strategy, turn-taking, in terms of the number and in this respect, the coursebooks do not promote this type of strategy. Turn-taking with a high number is a type of strategy that is used commonly. Based on the findings, speaking activities in coursebooks analyzed promote turn-taking strategy which is used for ELF contexts in these coursebooks, but other communicative strategies are not addressed for ELF contexts in speaking activities depending on the strategies included. Some guided activities in speaking are also in contradiction with ELF contexts. On the other hand, speaking activities enhance communicative competence of the learners in both Intermediate Unlock LS 3 and Speakout as these activities require learners to talk and discuss about the questions in pair or group work; however, if there are not any students from different L1 backgrounds in class, speaking activities may not succeed to develop

learner's communicative competence for ELF context. To explain the findings of this research question in detail, Table 7 below mirrors the findings apparently.

Table 7.

Presence of Communicative Strategies in Speaking Parts of the Coursebooks

Types of Communicative Strategies	Unlock (f)	Percentage (%)	Speakout (f)	Percentage (%)
Turn-taking	21	91%	17	94%
Clarification	2	9%	1	6%
Total	23	100%	18	100%

4.3.1. Unlock LS 3. Taking Table 7 above into account, when speaking activities in the coursebook, Unlock LS 3 are analyzed, it is obvious that turn-taking and clarification are the only strategies used in communication for the speaking parts of the coursebook. The total number of these two strategies is 23 and there are 21 turn-taking strategies involved in speaking sections of the coursebook (Unit 1 p.30, Unit 2 p.43, Unit 3 p.56, 60, 61, 66, Unit 4 p.80, Unit 5 p.97, 99, Unit 6 p.116, 120, Unit 7 p.129, 134, 138, Unit 8 p.152, Unit 9 p.170, 171, 173) (see Figure 10). Turn-taking strategy consists of 91% and the percentage of this strategy demonstrates that it is commonly used in speaking activities for ELF contexts in this coursebook and this coursebook enhances turn-taking strategy as a communicative strategy for ELF contexts. This strategy, turn-taking is expressed in the part of preparation for speaking in the coursebook (Unit 2 p. 44). In addition to the turn-taking strategy, the total number of clarification strategy as another strategy is two and it constitutes 9% (p.173) (see Figure 10). This finding clearly displays that clarification strategy is not mainly included in speaking parts of the coursebook in comparison with the number of turn-taking strategy. Clarification strategy is given as *asking someone to explain more* and explained in the coursebook (Unit 9 p.173). However, as the total number of this strategy in the coursebook shows, clarification as a communicative strategy is not facilitated for ELF context through speaking tasks sufficiently. Some of the speaking activities practised by

using turn-taking and clarification strategies in the coursebook are also exemplified in Figure 10 below.

- 4 Think of a famous historical person. Add some facts to the table.

	facts	opinions
Who?		
What?		
Where?		
When?		
Why?		

- 5 Now add opinions to go with some of the facts.

- 6 Work with a partner. Take turns to talk about the person.

SPEAKING TASK

Give a presentation about a famous historical figure or a historical event.

- 5 Work in small groups. Take turns to give your presentations.

- 4 Decide which arguments in Exercise 3 you disagree with. Think of counter-arguments and make notes.

- 5 Work in small groups. Take turns to give your arguments on genetically modified food.

- 5 Work in small groups. Take turns to give opinions on some of the topics below. As you listen to the other students, ask them to explain their reasons. Use phrases from Exercise 4.

- Students shouldn't have to pay for their coursebooks.
- University should be free.
- Children shouldn't have homework.
- We shouldn't pay taxes.

SPEAKING TASK

You are going to participate in a debate on the topic below.

Should teenagers have credit cards?

- 5 Work in small groups. Discuss your opinions on whether teenagers should have credit cards. Give your reasons and examples. As you listen to other students' reasons, ask them to explain their reasons in more detail.

Figure 10. Samples of turn-taking and clarification strategies in speaking activities from the coursebook (p. 61-65(66)-99-173(174))

There are group and pair works for discussions in the coursebook and these discussion sections strengthen learners' active involvement and learners can negotiate or share their points of view about the questions asked so that their communicative competence is fostered. However, even if turn-taking strategy is provided in the speaking activities, the coursebook does not promote the learners' use of communicative strategies to some extent as the coursebook gives some of the speaking tasks as guided. That is to say, all norms or forms are taught in the relevant part of the coursebooks and a checklist is given to make learners use these norms while doing speaking tasks at the end of each unit (From unit 1 to unit 10) (see Figure 11). Learners are expected to use whatever they learn in the preparation part of the speaking; therefore, monolingualistic orientation is promoted in the section of speaking tasks and Standard English is the main focus of this coursebook. Regarding this point, this situation contradicts with GELT framework (2019) and ELF communication. The coursebook does not provide any situations that will require to benefit from code-switching or paraphrasing as another communicative strategies while communicating except for turn-taking strategy. Furthermore, there are also some speech acts, such as functions fulfilled by language use in the coursebook and these are using signposting languages, expanding on an idea, linking ideas, problem solution organization, outlining a topic, organizing ideas, explaining how something is used, asking for opinions and checking information and giving advice (Unit 1 p.28, 29, Unit 4 p.82, Unit 5 p.100, Unit 6 p.116, Unit 7 p.136, 137, Unit 8 p. 153, Unit 10 p.190) (see Figure 11). These speech acts are given in speaking for preparation in the

coursebook. The samples of some speech acts expressed and checklists given at the end of each unit are demonstrated in Figure 11 below.

Using signposting language to help the audience

Good speakers use signposting phrases (*for example, first of all, to summarize*) to organize their arguments. These phrases are like road signs – they help the listeners understand where the presentation is going and help the listeners understand your main points.

 **2**  Listen again. Which phrases does the speaker use?

- 1 Firstly,
- 2 First of all,
- 3 Furthermore,
- 4 It's crucial to remember that ...
- 5 It is well-known that ...
- 6 Secondly,
- 7 Another point is that ...
- 8 To sum up,
- 9 In conclusion,
- 10 To summarize the main points.

TASK CHECKLIST	
Did you use collocations with <i>save, pay</i> and <i>money</i> correctly?	
If you used conditional sentences, did you do it correctly?	
Did you talk about actions clearly?	
If you didn't understand someone's opinion, did you ask them to explain more?	

Giving advice

We can use modal verbs for giving advice.

Would, should and ought to can be used when we are sure about our advice

If I were you, I *would* get more sleep.

You *should/ought to* get more sleep.

We can use *might* or *could* if we don't want to sound so sure.

It *might* be a good idea to get more sleep.

Figure 11. Samples of some speech acts and a checklist from the coursebook (p.28-174-190)

4.3.2. Speakout. In the coursebook, Speakout, there are only turn-taking and clarification strategies presented in some of the speaking activities. The number of turn-taking strategy used in speaking activities is 17 and it constitutes 94% of this communicative strategy (Unit 1 p.8, 9, Unit 2 p.21, 22, 27, 29, Unit 3 p.39, Unit 4 p. 46, 50, Unit 5 p.61, Unit 6 p.75, Unit 7 p.89, Unit 9 p.113, Unit 10 p.118, 119, 125) (see Figure 12). This strategy is mainly used in the speaking activities of the coursebook for ELF context. Another communicative strategy used in the coursebook is clarification and this strategy is given in the function part of the coursebook as clarifying opinions (Unit 7, p.86). However, the quantity of clarification strategy in the speaking activities of this coursebook is just one and it constitutes 6% (Unit 7 p.87) (see Figure 12). This finding shows that the coursebook does not focus on clarification strategy in speaking activities and in general, communicative strategies, such as code-switching, paraphrasing, time gaining strategy etc. except for turn-taking are not fostered for ELF context in this coursebook. The focus is only on a turn-taking communicative strategy. To clarify turn-taking and clarification strategies in speaking activities, a few samples are given below.

SPEAKING

1A Work in pairs. Take turns to find out as much as you can about your partner. Talk about your family, job/ studies, home and likes/dislikes.

B Introduce your partner to the class.

SPEAKING

8A Read the job advertisement. What qualifications does it mention?

Guides needed for Eco-Tours cruise ships

Location: along the River Nile
Salary: £20,000
Duration: 6 months (includes four 5-week tours)
Date posted: 18th July 09 22

Duties: Introduce tourists to the plant and animal life of the Nile, organise day trips for tourists, write a regular blog
Must speak Arabic and English plus one other language
Must have a tour guide licence, a university degree, and basic qualifications in biology and/or land management

8B Work in groups of three. Student A: read about candidate A. Student B: read about candidate B. Student C: read about candidate C. What benefits can they bring to the job? Are there any skills or qualifications they don't have?

Candidate A

Suresh Naraya, Sri Lanka, 42

- was a tour guide in Sri Lanka (2 years), geography teacher in Saudi Arabia (10 years)
- has a tour guide licence and MA in Geography
- speaks English, Arabic, Tamil
- visited Egypt many times, knows the culture and people
- hobbies: sailing and swimming

Candidate B

Dr. Ahmed Masari, Egypt, 54

- biologist (20 years), experience in 11 countries.
- PhD in marine biology
- published three books about marine biology, writes regularly for biology journals
- speaks Arabic, English, basic German
- will take the exam for a tour guide licence next month
- wants to research animal life in the Nile

Candidate C

Dalilah Olufunwa, Nigeria, 28

- former TV actress and model, then tour guide in Nigeria
- degree in performing arts
- excellent physical fitness (qualified scuba diver, strong swimmer)
- speaks English, Arabic, Spanish, Portuguese, French, is studying Japanese
- loves animals and nature

8C Present your candidate to your group. Who should get the job? Why?

C You are going to talk about a recent challenge/achievement. Before you talk, make some notes on the following:

- What was your challenge? (Were you learning a new sport/how to drive, etc?)
- Where were you?
- How did you feel?
- What was the experience like?/What did the challenge involve?
- Who helped you?
- Did you try any special techniques?
- Did you succeed?

D Work in groups and take turns. Tell each other about your experiences. Who had the funniest/most interesting/most embarrassing experience?

C Do you know any cities which are good for food? What types of food are they best known for? Which areas have good restaurants? Plan to talk about your favourite food city. Use these phrases from the listening to make some notes.

My favourite food city is ... They've got all sorts of ...
 XXX is really famous for its ... It's a kind of ...
 It's really good (for) ... I think my favourite restaurant in ... is ...
 One of my favourite restaurants is a place called ..., which specialises in ...
 It's a cheap/basic/smart/expensive ... You can get ...
 I'd love to take you to XXX; you'd love it!
 I know a really good ... that I should take you to.

D Work in groups and take turns to talk about your favourite food city.

6A Work on your own and plan a three-minute presentation. Do some research if necessary, or turn to page 163 for ideas. Use the prompts below and the key phrases to help.

- What is the place?
- Why is it in danger?
- Why should you go there/see it?
- What can be done to change the situation?

B Work in pairs and take turns.

Figure 12. Samples of turn-taking and clarification strategies in speaking activities (p. 8-87-89-119-125)

In this coursebook, pair work or group work is given for speaking practices as is the case in Unlock LS 3 coursebook. Through these tasks learners can reach communicative goal and competence; however, even if turn-taking strategy is tried to be used in some of the speaking activities, in some parts of the speaking in the coursebook, norms/forms are given under the title 'Grammar' and then learners are required to talk about the questions or tasks determined on the basis of Standard norms and prompts given (Unit 1-p.9, 15, Unit 2 p.21, Unit 4 p.48, Unit 5 p.57, Unit 6 p.72, Unit 9 p.105) (see Figure 13). In other words, some of the speaking activities are based on using what is taught.

SPEAKING

10A Work in pairs. Student A: write *Have you ever ... ?* questions using the prompts in the box below. Student B: turn to page 160.

be on TV/in a newspaper do something embarrassing in public
 write a poem/story go to a country on a different continent
 collect something as a hobby see someone commit a crime

B Take turns to ask and answer questions. Try to find five things that you have done and your partner hasn't done.

SPEAKING

8A Work in pairs and discuss. What would you do if ...

- 1 you saw a very young child smoking in the street?
- 2 you found a bag of money in the street?
- 3 you inherited a house on the other side of the world?
- 4 you discovered that one of your colleagues was taking drugs?
- 5 you heard someone saying bad things about your friend?
- 6 one of your relatives asked to live with you?
- 7 someone asked you to take part in a TV programme?
- 8 you saw someone stealing bread in the supermarket?

It depends. If they looked like they were hungry, I might not say anything.

B Tell other students your ideas. Which dilemmas were the most difficult?



Figure 13. Samples of prompts given in speaking activities from the coursebook (p. 21-72)

Furthermore, in some speaking tasks, role play activities are presented to the learners with the flow that needs to be followed or phrases are presented to use and the number of this sort of activity is six (Unit 1 p.15, Unit 3 p.39, Unit 5 p.63, Unit 6 p.75, Unit 8, p.99, Unit 10 p.123) (see Figure 14).

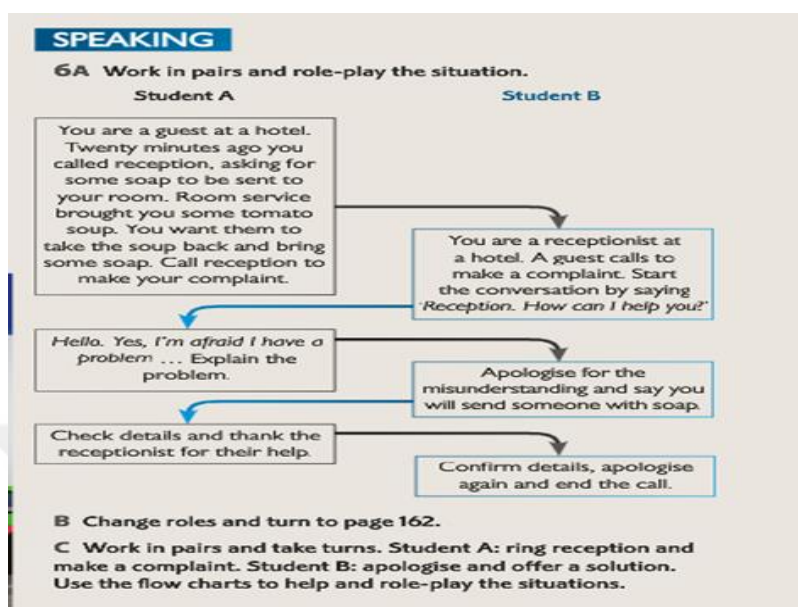


Figure 14. Samples of flow charts used in speaking activities from the coursebook (p. 39-99)

Even if role-play provides interaction, directing students to use norms or forms in the coursebook does not contribute to the use of ELF strategies in communication. In some speaking tasks, learners need to follow the instructions given and it contradicts with ELF context (Unit 4-p.51) as these tasks are presented in a guided way and they do not

promote multilingual linguistic orientation. In this respect, this coursebook mainly focuses on monolingual and Standard use of English. In the coursebook, there are some speech acts in the function part of this coursebook and these are expressions introducing a question and an opinion, dealing with misunderstandings, giving opinions, commenting on other opinions and suggestions, requests, asking for advice, apologising, and expressing uncertainty (Unit 1 p.15, Unit 3 p.38, Unit 4 p.51, Unit 5 p.62, Unit 8 p.99, Unit 9 p.110) (see Figure 15). Briefly, in this coursebook, apart from mainly turn-taking and with only one sample of clarification strategy in the speaking activity, other ELF communicative strategies are not addressed. To visualize speech acts, some samples are given below.

FUNCTION polite requests	
3A  5.6 Listen to four conversations. What is the problem in each case?	
B Listen again and complete the extracts in the table.	
Could you	1 _____ the line, please? 2 _____ me a refund?
Could you tell me	who I should 3 _____ to? what the 4 _____ is?
Do you know	what the problem is? if there's another 5 _____ somewhere?
Would you mind	6 _____ at it for me? 7 _____ him for me?

asking for advice	
question	answer
Is it OK if I (do this)?	Yes, of course./No, you'd better not. It's considered a bit rude. If I were you, I'd ...
What should we do (in this situation)?	Yes, you should./No, it's not necessary.
Do I need to (bring a dish)?	No, of course not./It's OK.
Did I do something wrong?	We can sort it out./Don't worry about it.
Is this a bad time? I can come back later.	Can you come back in ten minutes?/Not at all. It's fine.
apologising	
Sorry about that. I didn't know.	
My apologies. I didn't realise.	

Figure 15. Samples of speech acts from the coursebook (p. 62-99)

4.4. Conclusion

As a result, these findings stated above clearly demonstrate that the inclusion of ELF in the listening files and video sections of the coursebooks is varied. That is to say, NNSs-NSs interactions are available in both of the coursebooks in terms of audios and videos; however, these interactions are very limited when compared to the numbers of NSs interactions in these analysed coursebooks. The common interaction in the listening files is between NSs and NSs; there are only two samples of NNSs-NNSs interactions in one of the coursebooks (Unlock LS 3), but there is no NNSs-NNSs interaction in another coursebook (Speakout). Therefore, one of the coursebooks (Unlock LS 3) promotes ELF through listening recordings to some extent, but another coursebook (Speakout) does not facilitate ELF due to the leading involvement of NSs-NSs interactions. Regarding ELF-oriented videos, both of the coursebooks have only one video representing a NNSs-NSs interaction and NNSs-NNSs interactions do not exist in the coursebooks. The main focus is on NSs-NSs interactions in one of the coursebooks (Speakout) while the number of NSs-NSs interaction is equal to NNSs-NSs interaction in another coursebook (Unlock LS 3). In one of the coursebooks (Unlock LS 3) there are also eight videos which show that there is no interaction and NSs are dominant individually. Briefly, only one video exemplifying NNSs-NSs interaction shows a sample of ELF with 50% of ELF interactions in Unlock LS 3, but in another coursebook, Speakout, the percentage of ELF interaction with one video is very low due to the high percentage of NSs-NSs interactions. Taking types of accents into account, RP (Standard British English) accent is mainly emphasized in the listening files of the coursebooks. The awareness about different types of accents with a limited number in the listening files is not promoted. In terms of accents in videos, RP is highlighted in both of the coursebooks. Standard English models and norms are detectable and monolingual linguistic orientation is boosted in the coursebooks. The findings address that generally NSs are the main interlocutors in coursebooks except for ELF-oriented audios and videos.

When the results are evaluated with respect to the topics involved in general, it is obvious that there are three types of topics, such as cross-cultural, global and multi-

cultural in both of the coursebooks in different numbers, but cross-cultural and global topics are heavily involved with high percentages and there is a lack of multi-cultural content in speaking activities based on the number of topics incorporated into these coursebooks. In aspects of communicative competence and communicative strategies, both of the coursebooks facilitate communicative competence with speaking activities. However, there are only two types of communicative strategies in the coursebooks. The communicative strategy which is mainly used is just turn-taking strategy and the other strategy, clarification, is a deficiency with its low number on the basis of high numbers of turn-taking strategy included in these coursebooks. These existing communicative strategies do not take place in each speaking activity, either. In this respect, the coursebooks facilitate only turn-taking strategy for ELF contexts when compared to the number of clarification strategy in these coursebooks examined, not any of the other strategies. In addition, even if communicative strategies used address ELF contexts, some of the speaking activities are guided, students are directed through these types of activities and it is expected to use the norms taught in speaking; therefore, this situation conflicts with ELF.

CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter begins with a conclusion part regarding the findings of the study and continues with a discussion section related to commenting on and interpretations of the findings in relation to the findings of previous studies. The chapter is closed with the practical and theoretical implications of the study and recommendations for further research in light of the limitations of the study.

5.1. Conclusion and Discussion

The findings of this descriptive research which was based on a quantitative documentary content analysis are discussed below. With respect to the results of the study, the implications of this study and recommendations for further research on the basis of limitations of the study are given below.

5.1.1. Discussions of the findings of the first research question: Is ELF represented in the listening files and video sections of the coursebooks used at the preparatory program of a private university in Antalya? The findings of the first research question demonstrated that in the listening sections, while there was a very limited number of NNSs-NNSs interactions in Unlock LS 3 and there were no NNSs-NNSs interactions in Speakout, NNSs-NSs interactions which were considered as ELF interactions were restricted in the coursebooks based on the number of these interactions. The coursebook, Unlock LS 3, presented 46% of ELF interactions through listening files and Speakout demonstrated 8% of ELF interactions. The main emphasis was on NSs-NSs interactions. There were limited Expanding and Outer Circles samples although there were primarily Inner Circle settings (English dominant-settings such as

UK, USA) in the audios of the coursebooks. Furthermore, the results of the ELF presence or absence in videos indicated that there was no interaction emerging as a consequence of NNSs-NNSs interactions in the coursebooks and there was only one ELF-oriented video representing NNSs-NSs interaction. NSs-NSs interactions were common in the videos of *Speakout* and the rate of ELF interaction in the videos was very low with one video. That is, it constituted 11% of ELF interactions. In *Unlock LS 3*, the percentage of NSs-NSs interaction was the same as NNSs-NSs interaction (50%). Therefore, the coursebook, *Unlock LS 3*, demonstrated ELF samples with 50% of ELF interactions through one video. These results clearly suggest that apart from ELF-oriented audios and videos, exemplifying native speakers as target interlocutors in the coursebooks in general shows the necessity of integration of ELF into the coursebooks as the main point and coursebooks should sample ELF-friendly materials since ELF signifies the use of language in real-life English communication. Furthermore, the results of this study have shown the importance of activities that will promote interaction between NNSs- NNSs and NNSs-NSs along with certain communication strategies.

This study's findings about the dominance of NSs in the listening and video parts of the coursebooks are in parallel with the findings of many previous studies (e.g. Caleffi, 2016; Keskin, 2021; Koçak, 2021; J. Si, 2019; Syrbe & Rose, 2018; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Yağar, 2020). With these study samples, the existing result is that overall, in the listening parts of the coursebooks used as a language material, there is a perceived and unquestioned superiority of NSs as a reference point over NNSs. In these studies, NSs are the main characters in the audios and interactions of NSs outnumber the rate of interactions among NNSs. The interaction of NSs also illustrates the lack of ELF. As Sifakis (2004) proposes, smooth communication is the core of language; that is why, it is essential to provide interaction with NNSs, as well to realistically portray the current speaker profile of English speakers around the world. To promote ELF awareness for language users through recordings in listening sections, the interaction of NNSs with NNSs requires to be included in the coursebooks to prove the fact that real-life interactions are not just

restricted with NSs' communication and NNSs-NNSs or NNSs-NSs interactions obviously symbolize the use of English in real life contexts.

Increased involvement of NSs in the audios of the coursebooks can derive from the view that NSs' accents, pronunciation are comprehensible and their accents do not lead to any ambiguities when compared to those of NNSs. To enlighten this approach, Lev-Ari and Keysar (2010) declare that NNSs' pronunciation is a factor for regarding NNSs as unconceivable. In other words, it is considered that it is not easy to comprehend NNSs due to their divergent pronunciation and the way of pronunciation gives rise to troubles in comprehension. Therefore, pronunciation is an influence on the reliance on NSs. In addition to this view, NSs are considered as good examples of appropriate language models and there is a biased attitude towards NNSs. There is a comparison of NNSs with NSs. In line with this perspective, Pennycook (1994) asserts that the superiority of NSs in terms of language use promotes the use of standard language ideology in ELT. This situation also leads to the acceptance of NSs as examples of legitimate language users in the ELT world since NSs reflect a standard language ideology. As a result, coursebooks basically encompass NSs as language representatives. In addition, in ELT, the point of view about NSs in terms of their ownerships of English and the importance of interaction with NSs stresses that NSs are the target interlocutors in any case irrespective of whether interactions take place in English-dominant or non-dominant contexts and they are perceived as role models for best language practices. However, many scholars who back up ELF are against this idea and they state that language users should not be enforced on taking NSs as the sole model in language use (e.g. Jenkins et al., 2011; Seidlhofer, 2011; Widdowson, 1994). These scholars' perspectives are the exact evidence of the presence of ELF in language use and it is a point requiring to be addressed in the coursebooks.

The dominance of NSs in coursebooks is also related to the power of Western countries. As known in general, it is possible to see the influence of the Western countries in the ELT world. That is, in the ELT world, coursebooks are largely designed on the basis of native speakerism and the focus on coursebooks is to introduce the Western countries

with their cultures (Gray, 2010). The impact of the West exhibits the role of NSs in ELT coursebooks clearly and it is encountered with the samples of NSs in the coursebooks as shown in this current study's findings. As comprehended from these statements, native speakerism is incorporated into ELT blindfoldedly without thinking of its feasibility for ethnolinguistically diverse speakers of English.

As a consequence of this discussion, there are some points that should be taken into account and as Alptekin (2002) asserts, coursebooks should include various interactions to enable learners to use the language in real life. Getting learners exposed to only Standard English with the interactions of NSs does not facilitate to communicate with anyone whose L1 backgrounds are different in international contexts; thus, diverse linguistic orientation needs to be reflected in the coursebooks. In brief, coursebooks should contain interactions of different communities instead of NSs' interactions and the language users' awareness about ELF should be enhanced via these interaction samples that will be presented in the coursebooks because ELF reflects the reality of the current use of language without judging the differences in speakers' linguistic acts.

5.1.2. Discussions of the findings of the second research question: Are activities raising awareness in terms of range of accents in the listening / video sections and cross-cultural/global topics, multi-culturally oriented content in speaking parts of these coursebooks? The results of the study revealed that in the coursebooks RP standing for Standard British English accent and its types were chiefly included in the audios and the emphasis was on this type of accent as a consequence of the number of this accent presented in these coursebooks. The awareness about different types of accents was limited with the restricted number of various sorts of regional NS and NNS accents. In terms of the videos of the coursebooks, RP and American English mostly featured in the videos, but RP was the main accent massively included depending on its percentage in these coursebooks. The awareness about different types of accents was not promoted as a result of an inclusion of only three accents in a very limited number. In this respect, it was clear to see that there was a high representation of

monolingual aspect of the language and accordingly, the norms/forms of Standard British English were presented in the listening files and videos of the coursebooks. Taking these results into account, it can be stated that coursebooks do not pay attention to ELF-awareness in terms of accents as the number of different types of accents in these coursebooks is restricted, and RP (Standard British English) is the core point emphasized in the coursebooks in general. Varieties in the use of language are not intensified in the coursebooks and it emerges as a deficient point (De Cuba & Slocum, 2020). It is possible to see the involvement of Standard British English in the listening recordings in most of the coursebook analyses carried out in this field. To exemplify these studies, in the studies conducted by Caleffi (2016), Chan (2014), Keskin (2021), Kopperoinen (2011), Rose and Galloway (2019), Solhi et al. (2020), Syrbe and Rose (2018), Tsantila and Georgountzou (2017), Tomlinson and Masuhara (2013), Vettorel and Lopriore (2013), and Yağar (2020), Standard British English accent (RP) was exhibited in the audios. Additionally, as with the case in this present study which identified a limited number of different accents in the coursebooks analysed, in the studies carried out by Caleffi (2016), Chan (2014), Guerra et al. (2020), Kopperoinen (2011), Meidani and Pishghadam (2013), J. Si (2019), Syrbe and Rose (2018), Takahashi (2014), Tomlinson and Masuhara (2013), and Tsantila and Georgountzou (2017), the audios consisted of various types of accents. Although these various accent samples existed in the audios, Standard British English was the fundamental reference point in the audios of the coursebooks. These similar findings reflect to deal with a common question associated with the reason why language use in different contexts via various accents is not involved in ELT coursebooks and why Standard British English is portrayed as the key and focal point in the coursebooks. The ground for not involving language use in different contexts through diversified accents in the coursebooks can be actually explained with the standard language ideology which was mentioned in previous research question's discussion above. Standard language ideology which is influential in ELT exhibits its authority in language coursebooks and ELT textbooks are prepared on the basis of Standard British or American English as an accepted and a common language norm of reference. Standard British and American English spoken by

NSs are viewed as indispensable samples in English language teaching (Sung, 2014). As a reference to this case, coursebooks in language teaching specify learning and teaching samples underlying a native language (Jenkins, 2012). Jenkins (2007) and Jindapitak (2015) expound that Englishes spoken by NSs are considered to have the highest order as a position in aspect of pronunciation which also strengthens a predominance of NSs with the projection of NNSs from a deficit perspective. The place of Standard British English accent in comparison explains the condition of coursebooks in ELT thoroughly.

On the basis of this current study's results, even if the coursebooks pay attention to RP (Standard British) or American English, this situation emerges a reality that is tried to be ignored. As clearly known, the number of NNSs in the world generates a high percentage when compared to NSs and language users tend to interact more with NNSs rather than NSs around the world (Crystal, 2003). What is more, including diversities in English is vital to have an efficient interaction for people from different L1 backgrounds and instead of monolingual aspect highlighted with Standard British English or American English accents in the coursebooks, it directs attention to the significance of multilingual language orientation which is overlooked. In this respect, Asakereh et al. (2019) also claim that coursebooks should reflect multilingual orientation rather than monolingual. Based on this view, in fact, this study's results enable to see the benefits of various types of accents in ELF contexts, which are not taken into account. That is, various pronunciations allow language users to clarify different ways of pronunciation (Sung, 2014). Thanks to it, language users can be knowledgeable about numerous types of accents and ELF awareness is facilitated, which in turn contributes to effective intercultural communication shaped by speakers from different L1 and cultural backgrounds.

In addition to the awareness about the types of accents, the results of the study in terms of awareness about the types of topics in speaking activities indicated that topics heavily integrated into the speaking parts of the coursebooks were cross-cultural (at most) in one of the coursebooks and global topics (at most) in another coursebook. Global topics in which also cross-cultural topics were mainly involved in one of the coursebooks were to

some extent, but not much. There were very few cross-cultural topics in which global topics were densely included in another coursebook. Multi-cultural oriented topics were the ones which were the least involved subject matters in both of the coursebooks. The number of these three types of topics in the coursebooks were not equal to each other. Coursebooks exhibited cultural topics and learners' awareness towards different cultural or global issues was tried to be raised, but not about multi-cultural topics as the coursebooks reflected multicultural contents just in the audios and in few speaking tasks and learners' interest was directed to these contents in a very limited way. The findings display that the lack of multi-cultural topics in speaking activities needs to be considered in ELF contexts since the incorporation of cultural topics into the coursebooks is striking and as Ndura (2004) advocates, coursebooks are the keys for learners to become conscious about cultures and comprehensive coursebooks are supposed to incorporate diverse cultures.

In this current study, the focus was on the investigation of topics in speaking activities and as similar to this study, cultural references or the inclusion of cultures in the coursebooks were also analyzed in previous studies (e.g. Asakereh et al., 2019; Caleffi, 2016; Guerra et al., 2020; Keskin, 2021; Koç, 2016; Koçak, 2021; Meidani & Pishghadam, 2013; Rose & Galloway, 2019; J. Si, 2019; Solhi et al., 2020; Syrbe & Rose, 2018; Tomlinson & Masuhara, 2013; Tsantila & Georgountzou, 2017). The results obtained from these previous studies showed that either Inner Circle or Expanding Circle samples revealed as culture representatives or the culture was not exemplified in ELF contexts and cultural awareness was not increased. On the other hand, in the study of coursebook analysis conducted by Bilgin (2022) topics were universal and associated with different cultures in some of the analyzed textbooks. This researcher's study shared a common point with the current study concerning subject incorporation of diversified cultures. Likewise, there was also a study carried out by Vettorel and Lopriore (2013) and in this study awareness about culture was promoted. Vettorel and Lopriore's study had similar results with this current study in terms of raising awareness about topics since in this present study even if there was a lack of multi-cultural topics in speaking activities, there was an awareness about cross-cultural and global topics. Including

global topics in the coursebooks maintains its importance in aspect of content of the coursebooks and in this regard, the coursebook possessing global subject matters in the speaking activities demonstrates sociocultural aspect of language in global settings. To support this perspective, the study of Davidson and Liu (2018) which focuses on analysis of Japanese coursebooks through culture evaluation and students and teachers' understanding about culture proves that the presentation of culture on the basis of global settings is useful since this situation strengthens the level of language users' consciousness related to the use of language by different groups of people, and develops language users' attitude in a positive fashion. Therefore, global contexts are vital for raising awareness in the coursebooks.

Regarding the findings of this study, it can be also concluded that it is crucial to raise awareness about topics in terms of diverse cultures in speaking activities, but multi-cultural topics have also significance in ELF contexts and they should be involved in the content of the speaking tasks in the coursebooks when the culture as a term is considered. From Baker's (2009) point of view, through ELF settings, culture needs to be regarded as an existing paradigm which is a situation of alterations among district and international communities through which different norms are generated as a consequence of international interactions. This explanation clearly mentions the relation of culture and language in ELF contexts and at this point, existence of diverse cultures in the coursebooks is vital to increase awareness about both various contents from different cultures and evaluation of culture on the basis of ELF. Furthermore, there should be a balance in distribution of different types of topics, such as cross-cultural, global and multi-cultural in the coursebooks and/or the coursebooks should not put extensive emphasis on only one typical topic since the deficiency of one of these topics in the coursebooks reflects the approach of coursebooks towards the concept of ELF clearly.

5.1.3. Discussions of the findings of the third research question: To what extent are communicative competence and communicative strategies for ELF context addressed/enhanced through speaking activities in these coursebooks?

In the coursebooks, the result obtained was that communicative competence was enhanced through pair and group works in the speaking activities that required to discuss and share their points of views about the topics given. The strategies that would be used in communication for ELF context were just turn-taking with a high percentage and clarification with a very limited number. The main finding about communicative strategies was that coursebooks just enhanced turn-taking strategy and the clarification strategy was not promoted to a large extent. Also, these two strategies were not in each speaking activity. Except for these points, other communicative strategies used in ELF interactions were not promoted as they were not addressed in these coursebooks. Some of the speaking activities were guided, language users were supposed to use norms or forms taught in the related units and flowcharts in some activities in speaking and checklists given at the end of each unit had a purpose in directing language users; therefore, some of the speaking activities guided language users. Regarding this issue, communicative strategies were not facilitated to some extent as the attention was directed to monolingual linguistic orientation which was in stark contrast with the GELT framework. Through these conclusions, it can be stated that the coursebooks used in language learning and teaching should be prepared on the basis of integration of different types of communicative strategies and coursebooks should enable language users to use various strategies in interaction to make communication more efficient. Even if the percentage is high, focusing on just one type of strategy is not sufficient to bolster ELF interaction. From Lewandowska's (2019) point of view, the way of fruitful interaction is to utilize communicative strategies efficiently. At this point, this phenomenon should be taken into account in the preparation of coursebooks. As another point to discuss, activities in the coursebooks should not direct language users in communication since guiding language users in speaking interaction prevents ELF communication and this situation contradicts with GELT framework. ELF through communicative strategies provides language users with using the language in effective

communication and sustains the communication (Lewandowska, 2019). However, what is encountered in guided speaking activities in these coursebooks is to use the language accurately at the expense of fluency and creativity. Additionally, it reveals as a consequence of emphasizing monolingual orientation of the language presented in the analysed coursebooks. According to Marlina and Xu (2018), using grammar appropriately in the communication of ELF is not critical and ELF speakers can benefit from ELF strategies in communication. Even if this perspective is far from Standard English which represents a monolingual aspect, based on the results of the study carried out by Asakereh et al. (2019) and the comparison of the study with the other ones, general orientations present in the field of ELT are monolingualistic. Therefore, instead of monolingualistic orientation, pluralistic approach is required to be adopted in the coursebooks since a pluralistic method clearly represents the real use of language in communication. In this respect, as Vettorel and Lopriore (2013) state, plurality in language materials is crucial and it advances consciousness of language users by showing that English is used in diverse settings and divergent ways.

There were studies carried out on the analysis of communicative competence and communicative strategies (e.g. Asakereh et al., 2019; Caleffi, 2016; Chan, 2014; Keskin, 2021; Solhi et al., 2020; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Yağar, 2020) and the result emerging from these studies was that in some of the studies, communicative strategies were included in a limited number or were not included, but communicative competence or communicative strategies were not fostered in ELF contexts. When the result of this study is taken into account, this current study's finding is similar to these studies in one aspect. That is, while turn-taking strategy is heavily involved in speaking activities, ELF communicative strategies are not strengthened to some extent due to the guided activities in this study, checklists provided, the necessity of using the forms taught in some of the activities in speaking.

The results show that based on the current status of English, the position of ELF in the coursebooks should be regarded to enable language users to interact in ELF settings and as Caleffi (2016) states, developing ELF awareness depends on language educators to a

greater extent instead of material writers. At this point, teachers can determine what to include while teaching (Soruç, 2015).

5.2. Implications of the Study and Recommendations

There are some pedagogical implications emerging based on the findings of this current study and the first implication is the design of the content of the coursebooks used in language learning and teaching. Regarding the results of this present study, as obviously presented, in the analyzed coursebooks NSs are the main characters in the listening recordings and native speakerism is easily felt in the audios. What is more, standard language ideology is highlighted in the listening files except for a few different types of English; therefore, coursebook designers need to include ELF-oriented recordings to illustrate the use of English in the globalized world and language users' awareness about ELF needs to be raised by hearing different types of accents except for RP (Standard British) and American English. The way of achieving this goal is to revise the coursebooks and redesign them considering the reflections of language use in real-life. Therefore, coursebook writers are required to design the coursebooks in a way that will be the samples of interactions from diverse linguacultural backgrounds in the listening files. Coursebook designers are also supposed to include contents that will represent cross-cultural, global and multi-cultural topics in equal numbers. As there is much more focus on one type of topic than the others as content in the coursebooks, the coursebook writers are required to keep the balance in distribution of topics to promote consciousness about these types of topics. Coursebook writers also need to design ELT textbooks on the basis of ELF communicative strategies and various sorts of communicative strategies can be added to the coursebooks instead of including just one type of strategy densely. Briefly, coursebook designers need to reflect a pluralistic approach in ELT materials.

As the second implication, curriculum designers can take ELF into account while preparing the curricula. As Karakaş (2019) states based on his study about an evaluation of curriculum, curricula followed in ELT exhibit that conventional language teaching is

reflected in foreign language teaching. That is why, curriculum designers can take ELF as a basis in EFL curricula and language teachers' awareness about ELF can be increased. Furthermore, considering Caleffi's (2016) point of view which is about the role of language teachers in terms of inclusion of ELF in language teaching rather than the coursebook designers, teachers need to contribute to facilitate ELF consciousness of students by incorporating ELF-oriented materials in their language teaching. Teachers need to give up a conventional language teaching model and they are supposed to take ELF as a model to enable students to use the language out of the school.

Following these implications of this present study, some recommendations reveal in view of the limitations of this study, as well. To begin with, ELF analysis in ELT coursebooks is important to raise awareness about ELF by showing its presence or absence in the coursebooks. Through this study, the attitude of coursebooks towards ELF was tried to be shown by analysing the content of the coursebooks in terms of different skills. In this respect, in this current study, two ELT coursebooks whose levels are Intermediate used at the preparatory program of a private university in Antalya were used and the findings were restricted to only these analysed coursebooks utilized in a private university in Antalya. Therefore, for further research, the number of coursebooks for analysis should be increased to see how other ELT coursebooks approach ELF and also the research should be conducted through different levels of coursebooks. In this respect, researchers that will carry out their research on ELF analysis of the coursebooks in the future can encompass more coursebooks with different levels in their studies. Moreover, as this study's findings were constrained with only these two coursebooks used at the preparatory program of a private university in Antalya, it is suggested that coursebooks that are used at the preparatory programs of various private universities which are in different districts of Turkey can be included in the ELF analysis of coursebooks.

On the other hand, this study was based on the content analysis and the focus was on listening, video and speaking skills, so researchers for further research can widen their contents in their analyses and except for these skills, grammar and reading can be

involved in the analysis of ELF research. Also, based on the stated implications of this study, curriculum designers and ELT coursebook writers should design ELT coursebooks on the basis of current status of English in language use.



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TÜRKÇE GENİŞLETİLMİŞ ÖZET

Giriş

İngilizce ders kitaplarında ana dili İngilizce olan konuşmacılara ağırlıklı olarak yer verilmesi bilinen bir gerçektir ve Standart İngilizce dışında farklı aksan türlerinin de var olduğunu görmek çoğu kitapta mevcut değildir. Gerçek hayatta farklı kültür ve dil gruplarından kişilerin İngilizceyi kullanarak iletişim sağlaması yani ortak dil olarak İngilizcenin kullanılması ELF olarak bilinen kavramı ortaya çıkarmaktadır. Bu kavrama olan farkındalığı artırmanın bir yolu da kitap analiz çalışmalarıdır. Her ne kadar kitaplarda ELF kavramı çok fazla vurgulanmasa da yapılacak olan kitap analiz çalışmaları kitap tasarımcılarının bu konuya dikkatini çekmek açısından oldukça önemlidir ve İngilizce ders kitaplarında içeriğin ELF'e yönelik olması gerektiğini gösterecektir. Bu açıdan, farkındalığı artırmak için kitap analiz çalışmalarına daha fazla verilmeli, özellikle üniversitelerde kullanılan İngilizce ders kitaplarının içeriği göz önünde bulundurarak ELF kavramı ele alınmalıdır.

Problem Durumu

Ders kitaplarının dil öğretimindeki rolü göz ardı edilemez ve İngilizce ders kitaplarında çeşitli ana dillere sahip kişiler yerine ana dili İngilizce olan kişiler ve Standart İngilizce vurgulandığından dolayı ELF'in yeri dikkate alınması gereken önemli bir konudur. Bu durum, ELT'de var olan bir paradigmaya açıklık getirmekte ve Jenkins'in (2012) belirttiği gibi, örnekleriyle yaygın olduğu için Standart İngilizce'yi seçmenin uygun bir çeşitlilik olduğunu varsayan ana dil hakkında bir varsayım bulunmaktadır. Öğretmenlerin çoğu, ana dili İngilizce olan kişilerle ana dili İngilizce olmayan kişiler arasındaki etkileşimde ELF'in faydalarının farkında olsalar bile dil öğretimi konusunda ana dili İngilizce olan kişileri tercih etmektedirler (Sifakis, 2009). ELF'in etkileşim ve dil kullanımındaki önemi vurgulansa da, dil öğretiminde kullanılan materyal olarak ders kitapları, içerikleriyle ELT dünyasında ELF iletişimini tatmin edici düzeyde

yansıtmadığını açıkça göstermektedir. Ders kitapları, ana dili İngilizce konuşanların modellerini ve normlarını sunmanın bir sonucu olarak, dil kullanımında ELF hakkında farkındalık yaratmamaktadır. İngilizce ders kitaplarında örneklenen dilin sadece Standart İngilizce olduğu ve bunun dışında ana dili İngilizce olmayanların çeşitli aksanlarla etkileşimlerine dahil olma eğiliminin olmadığı görülmektedir.

Yukarıda belirtilen durumlara dayalı olarak dil öğretiminde kullanılan ders kitaplarının ELF açısından incelenmesi ve ELT materyallerinin içeriğinin önemine dikkat edilmesi gerekmektedir. Özellikle ders kitaplarının ELF açısından analizi, materyal veya ders kitabı tasarımcılarının bilinçlendirilmesi açısından büyük önem taşımaktadır. Dil ders kitaplarında ELF eksikliğine odaklanılmalı ve ders kitapları ELF'in göstergesi olarak öğrenenlerin dili gerçek hayatta kullanmaları esas alınarak tasarlanmalıdır.

ELF ile ilgili çalışmalar incelendiğinde, sonuçlar Türkiye'de yükseköğretim kurumlarındaki tezlerin çoğunun yabancı dil okutmanları, öğretmen adayları, İngilizce öğretmenleri, öğrencilerin ELF hakkındaki algıları, tepkileri ve farkındalıkları ve ELF farkındalığının etkileri ile ilgili olduğunu göstermektedir. ELF açısından ders kitabı analizine yönelik tezlere bakıldığında Türkiye'de yükseköğretim kurumlarında ELF ile ilgili farklı becerilerin analiz edilerek ders kitaplarının incelenmesi üzerine yapılan tezlerin sayısı sınırlıdır. Ayrıca Türkiye'de ELF araştırmacılarının ders kitaplarında ELF analizine dayalı olarak yaptıkları çalışmalar da sınırlı sayıdadır. Yükseköğretim kurumlarında ELF'e yönelik ders kitabı analizi ile ilgili çalışmalar ağırlıklı olarak MEB'de kullanılan ders kitaplarına dayalıdır ve Türkiye'de özel üniversitelerin hazırlık programlarında kullanılan ders kitaplarında ELF'i inceleyen çalışmalar yetersizdir, bundan dolayı bu durum üzerinde durulması gereken eksik bir noktadır. ELF araştırmacıları tarafından yurtdışında yürütülen çalışmalar ortaokul, lise ve üniversitelerde kullanılan ders kitaplarının analizi üzerinedir. Tüm bu çalışmalar dikkate alındığında, ders kitaplarının ELF açısından analizinin sınırlı sayıda olması, özellikle özel üniversitelerin hazırlık programlarında kullanılan ders kitaplarında ELF analizinin

eksikliği değerlendirilmesi gereken bir boşluktur ve bu araştırma boşluğunun doldurulması gerekmektedir.

Problem Cümlesi

İngilizce ders kitaplarında Standart İngilizcenin vurgulanması ve ağırlıklı olarak ana dili İngilizce olan kişilere yer verilmesi ELF kavramının ELT kitaplarında değerlendirilmesini ve bu anlamda dil öğrenenlerin ELF farkındalığının artırılması gerektiğini ortaya çıkarmaktadır. Ders kitaplarının ELF açısından değerlendirilmesine yönelik çalışmaların sınırlı sayıda oluşu ve özel üniversitelerin hazırlık programlarında kullanılan İngilizce ders kitaplarındaki ELF'e yönelik analizin eksikliği bu alandaki çalışmaların gerekliliğini göstermektedir. Bu yapılan çalışma ile Antalya'da özel bir üniversitenin hazırlık programında kullanılan İngilizce ders kitaplarının ELF'e yaklaşımı gösterilmeye çalışılmaktadır.

Alt Problemler

Çalışmanın amacına yönelik bu araştırma, aşağıdaki araştırma sorularını cevaplamaya çalışmaktadır:

1. Antalya'da özel bir üniversitenin hazırlık programında kullanılan ders kitaplarının dinleme dosyaları, video ve konuşma bölümlerinde ELF temsil ediliyor mu?
2. Bu ders kitaplarının dinleme dosyalarında/video bölümlerinde aksan çeşitliliği, ve konuşma bölümlerinde kültürler arası/küresel konular, çok kültürlü içerik açısından aktiviteler farkındalık yaratıyor mu?
3. ELF bağlamında iletişimsel yeterlilik ve iletişim stratejileri bu ders kitaplarındaki konuşma aktiviteleriyle ne ölçüde ele alınıyor / geliştiriliyor?

Araştırmanın Amacı

Bu çalışma, hem Antalya’da özel bir üniversitenin hazırlık programında kullanılan dil ders kitaplarının ELF’i temsil edip etmediğini hem de bu ders kitapları aracılığıyla ELF’e yönelik farkındalığın ne ölçüde artırıldığını belirlemeyi amaçlamaktadır. Özellikle bu çalışmanın amacı, ders kitaplarının dinleme dosyalarına, konuşma ve video bölümlerine ELF ilkeleri açısından nasıl yaklaşıldığını ortaya koymaktır. Ders kitaplarının dinleme ve video bölümlerinde farkındalık artırma aktiviteleri ile ELF odaklı dinleme ve videolara yönelinmiştir. Ders kitaplarının dinleme dosyaları ve video bölümleri ile bu bölümlerde farklı aksan türlerinin olup olmadığı incelenmiştir. Konuşma aktiviteleri analiz ederek, kültürler arası, küresel ve çok kültürlü gibi konu türlerini sınıflandırmak ve öğrencilerin bu konulara yönelik farkındalıklarını artırmak hedeflenmiştir. İletişim stratejileri ELF iletişimi için son derece önemlidir ve bu bağlamda bu çalışmanın amacı, konuşma aktivitelerinde iletişim stratejilerinin ELF’i nasıl geliştirdiğini belirlemektir.

Araştırmanın Önemi

Bu çalışma ders kitabı tasarlayanların, dil kullanıcılarının dili gerçek hayatta ihtiyaçları doğrultusunda kullandıklarını fark etmelerini sağlayacak ve buna bağlı olarak gerçek hayattaki iletişim örneklerini sunabilmek için ELF’in ders kitaplarında yer alması gerektiğine yönelik bilgi sağlayacaktır. Bu nedenle, yalnızca ana dili İngilizce olan kişilerin etkileşimlerini dahil etmenin dilin sınıf dışında kullanılmasına katkıda bulunmadığı konusunda ELT materyal tasarımcılarının farkındalığını artıracaktır. Daha da önemlisi, bu çalışma materyal yazarlarının dil ders kitaplarını tasarlarken ELF’i dikkate almaları ve dil kullanıcılarını gerçek hayattaki etkileşimlere hazır hale getirmek için ELF odaklı alıştırmaları ders kitaplarında yer vermeleri gerektiğini belirtmek için önemlidir. Bu çalışma ile ders kitaplarının içeriğinde çoğulcu bir bakış açısına yer verilmesi gerektiği vurgulanacaktır. Vettorel ve Lopriore’nin de (2013) belirttiği gibi dil ders kitaplarında çoğulcu bir bakış açısı hem dil kullanıcılarının dil öğrenimindeki

rollerini geliştirir hem de farklı kültürlerden oluşan ortamlarda İngilizcenin kullanıldığına dair bilinci artırır.

Bu çalışma ile ders kitabı tasarımcılarının ELF'e yönelik farkındalıkları artırılacak ve ayrıca dil öğretmenlerinin dikkati bu konuya yönlendirilecektir. Bu çalışma doğrultusunda ders kitaplarının ELF'e fazla önem vermediğini ve ELF'in sınırlı olduğunu göstererek öğretmenlerin farkındalıklarının artırılması ve böylece öğretmenlerin kullanacakları materyallerle öğretme ve öğrenmeye katkıda bulunmaları beklenmektedir. Bu durumla bağlantılı olarak, bu çalışma, ELF'e yönelik dil öğretiminin önemini vurgulayacak, bu öğretim modelinin öğretmenler tarafından benimsenmesinin gerekliliğini ortaya koyacak ve ELF ders kitaplarında kısıtlı olarak yer alsa bile öğretmenlerin kullandıkları materyallerle İngilizce öğretiminde ELF'i dahil etmeleri gerekmektedir. Ayrıca bu çalışma ile öğretmenlerin ders kitabı seçimi konusunda farkındalıkları artırılacaktır.

Yöntem

Bu çalışma, Antalya'da özel bir üniversitenin hazırlık programında kullanılan orta düzey iki ders kitabının dinleme dosyalarındaki, video ve konuşma bölümlerindeki ELF analizine dayalı olarak betimsel nicel bir araştırmadır. Analiz edilen ders kitapları bu çalışmanın temel dokümanları olduğu için betimsel araştırma yoluyla nicel içerik yöntemiyle döküman analizi yapılmıştır. Döküman analizi nitel ve nicel bir şekilde yapılır (Dalglish, Khalid ve McMahon, 2020). Bu bilgiye dayalı olarak, bu çalışmada nicel araştırma yöntemi uygulanmış ve dinleme, video ve konuşma bölümleri döküman analizi olarak kitaplardaki temel noktalardır ve hatta ders kitaplarının bu bölümleri nicel olarak değerlendirilmiştir. Atmowardoyo'nun (2018) belirttiği gibi, betimsel araştırma, araştırmada incelenen konuyu açıklama, karakterize etmenin bir yoludur ve bu tür araştırmaları gerçekleştirmenin amacı, bu analizi yöntemli ve doğru bir şekilde tasvir etmektir.

Yukarıda belirtilen bu bilgilere ek olarak, bu çalışma nicel bir durum çalışmasını da temsil etmektedir. Açıkça bilindiği gibi, durum çalışması belirli bir durumu tüm

özellikleriyle ayrıntılı olarak açıklar (Atmowardoyo, 2018); bu nedenle, bu tür bir çalışma, analiz edilen bir durumun ayrıntılı bir şekilde araştırılmasıdır (Creswell ve Creswell, 2018). Kısaca bu çalışma Antalya’da özel bir üniversitenin hazırlık programında kullanılan ders kitaplarını ELF bağlamında analiz etmek için nicel bir durum çalışmasına dayanmaktadır ve nicel durum çalışması aracılığıyla ders kitaplarının dinleme dosyalarında, video ve konuşma bölümlerinde ELF’in gösterim sıklığı açısından nasıl temsil edildiği araştırılmış, betimlenmiş ve açıklanmıştır.

Veri Toplama Araçları

Bu çalışmada, ders kitaplarının dinleme dosyalarında, konuşma ve video bölümlerinde ELF’in temsil edilip edilmediğini incelemek için, Antalya’da özel bir üniversitenin hazırlık programında kullanılan Unlock Dinleme ve Konuşma 3 ve Speakout isimli orta düzey kitaplar seçilmiştir. Kitaplardaki dinleme, video ve konuşma bölümleri bu çalışmada kullanılan veri toplama araçlarıdır.

Verilerin Analizi

Bu çalışma, ders kitaplarının içeriklerinin ELF varlığı veya yokluğu açısından analiz edilerek araştırma sorularının cevaplarının bulunmasına yönelik, ölçülecek dinleme dosyaları, konuşma ve video bölümleri üzerinden yapılan bir doküman içerik analizine dayanmaktadır. Dokümanlar bilgi toplama ve değerlendirme için kullanılır ve doküman analizi doküman içeriğinin incelenmesini temsil eder (Dalglish vd., 2020). Araştırmada kullanılan ders kitaplarında ELF’in varlığını veya yokluğunu değerlendirmek için Rose ve Galloway’ın (2019) kitap analiz çerçevesi dikkate alınmıştır. Rose ve Galloway’e (2019) ait bu kitap analiz çerçevesi dört bölümü içerir ve temel olarak İngilizce dil modelleri, temel konuşmacılar, dil oryantasyonu ve temsil edilen kültüre odaklanır.

ELF odaklı dinleme dosyaları, videolar ve aksanlar ile ilgili sayısal verileri gösterebilmek için veriler nicel içerik analizi yoluyla toplanmıştır. Tanımlayıcı istatistikler tablo ve şekiller halinde yer verilmiştir. Ayrıca ders kitaplarından alınan

örnekler, ekran görüntüleri de bu çalışmanın veri analizine yansıtılmıştır. Coe ve Scacco (2017), nicel içerik analizinin; dokümanın düzenli olarak sınıflandırıldığını ve incelenmek üzere yazıldığını gösteren bir yaklaşım olduğunu ve bu analizin incelenen doküman için istatistiksel açıklamalara olanak tanıdığını açıklamaktadır. Bu bilgiler ışığında nicel araştırma yoluyla elde edilen veriler sayılarla verilmiştir. Kùltürler arası/kùresel konuların, çok kùltürlü içerik konularının ve konuşmada iletişim stratejilerinin miktarını belirtmek için de nicel içerik analizi yapılmıştır. Özellikle, ELF sıklığı nicel araştırmalarla ölç÷lm÷ştür. Kısaca içerikten elde edilen veriler nicel olarak analiz edilmiştir.

Veri analizinde içeriğı nicel olarak analiz etmek için dinleme ve video aktivitelerine yönelik kodlama yapılmıştır. İncelenen bu ders kitaplarında ünitelerdeki dinleme, video ve konuşma bölümleri çalışmada cevaplanmaya çalışılan sorular temelinde aktivite olarak seçilmiştir. Ders kitaplarının dinleme dosyalarındaki ve video bölümlerindeki konuşmacılar ana dili İngilizce olan veya olmayan olarak belirlenmiş ve kodlanmıştır. ELF odaklı dinleme dosyalarını ve videoları belirlemek için konuşmacıların etkileşimleri ana dili İngilizce olan ve olmayan etkileşimler olarak sunulmuştur. Dinleme ve video bölümlerindeki kodlanan etkileşimler tablolar halinde sunulmuş, sıklık ve yüzdelikler nicel araştırmayı temsil eden sayılarla gösterilmiştir.

Bulgular

Bulgular, ELF'in ders kitaplarının dinleme dosyalarına ve video bölümlerine dahil edilşinin çeşitlilik gösterdiğini açıkça göstermektedir. Ana dili İngilizce olanlar ve ana dili İngilizce olmayanların etkileşimleri her iki ders kitabının dinleme dosyalarında ve video bölümlerinde mevcuttur; ancak, bu etkileşimler incelenen bu ders kitaplarındaki ana dili İngilizce olanların etkileşim sayısı ile karşılaştırıldığında çok sınırlıdır. Dinleme dosyalarındaki ortak etkileşim, ana dili İngilizce olan konuşmacılar arasındadır; ders kitaplarından birinde (Unlock LS 3) ana dili İngilizce olmayan konuşmacıların etkileşimlerine ait sadece iki örnek vardır, ancak başka bir ders kitabında (Speakout) ana dili İngilizce olmayan konuşmacılara ait bir etkileşim yoktur. Bu nedenle, ders

kitaplarından biri (Unlock LS 3) ELF'i bir dereceye kadar dinleme bölümleriyle teşvik etmektedir ancak başka bir ders kitabı (Speakout) ana dili İngilizce olanların önde gelen etkileşimleri nedeniyle ELF'i güçlendirmemektedir. ELF odaklı videolar ile ilgili olarak, her iki ders kitabında da ana dili İngilizce olmayan ve olan konuşmacıların etkileşimini temsil eden tek bir video vardır ve ana dili İngilizce olmayan konuşmacıların etkileşimleri ders kitaplarında yoktur. Odak noktası ders kitaplarının birinde (Speakout) ana dili İngilizce olan konuşmacıların etkileşimleri üzerine iken, bir diğer kitapta (Unlock LS 3) ana dili İngilizce olan konuşmacıların etkileşim sayısı ana dili İngilizce olan ve olmayan konuşmacılar arasındaki etkileşime eşittir. Ders kitaplarının birinde (Unlock LS 3) ayrıca etkileşimin olmadığını ve ana dili İngilizce olan kişilerin bireysel olarak baskın olduğunu gösteren sekiz video bulunmaktadır. Kısacası Unlock LS 3 kitabında ana dili İngilizce olan ve olmayan konuşmacılar arasındaki etkileşimi örnekleyen tek bir video 50% lik bir ELF etkileşimi ile ELF örneğini göstermektedir fakat Speakout kitabında ana dili İngilizce olan konuşmacılar arasındaki etkileşimin yüzdeliğinin yüksek olması sebebiyle tek bir video ile ELF etkileşiminin yüzdeliği çok düşüktür.

Aksan türleri dikkate alındığında, ders kitaplarının dinleme dosyalarında ağırlıklı olarak RP (Standart İngiliz İngilizcesi) aksanı vurgulanmaktadır. Sınırlı aksan sayısı ile dinleme dosyalarında farklı aksan türlerine yönelik farkındalık oluşturulamamaktadır. Aksan bakımından her iki ders kitabının video bölümlerinde RP (Standart İngiliz İngilizcesi) vurgulanmıştır. Standart İngilizce dil modelleri ve normları tespit edilmiştir ve ders kitaplarında tek dilli dilsel yönelim desteklenmektedir. Bulgular, ELF odaklı dinleme ve videolar dışında, ders kitaplarında genellikle ana dili İngilizce olan konuşmacıların temel konuşmacılar olduğunu göstermektedir.

Genel olarak sonuçlar konuşma bölümlerinde ele alınan konulara göre değerlendirildiğinde, her iki ders kitabında da kültürler arası, küresel ve çok kültürlü olmak üzere üç tür konunun farklı sayılarda olduğunu görmek mümkündür, ancak konuşma bölümlerinde kültürler arası ve küresel konular yüksek yüzdelliklerle yoğun bir şekilde yer almaktadır ve bu ders kitaplarında yer alan konuların sayısına dayalı olarak

konuşma aktivitelerinde çok kültürlü konu eksikliği vardır. İletişimsel yeterlilik ve iletişim stratejileri açısından, her iki ders kitabı da konuşma etkinlikleriyle iletişimsel yeterliliği kolaylaştırmaktadır ancak ders kitaplarında sadece iki tür iletişim stratejisi vardır. Ağırlıklı olarak kullanılan iletişim stratejisi sadece konuşma sırası stratejisidir ve bir diğer strateji olan açıklama stratejisi, bu ders kitaplarında yer alan konuşma stratejisinin çokluğuna bağlı olarak az sayıda olmasıyla bir eksikliktir. Bu mevcut iletişim stratejileri de her konuşma etkinliğinde yer almamaktadır. Bu açıdan ders kitapları diğer stratejilerin hiçbirini desteklenemez iken incelenen bu kitaplardaki açıklama stratejisinin sayısı ile karşılaştırıldığında kitaplar sadece konuşma sırası stratejisini güçlendirmektedir. Ayrıca, kullanılan iletişimsel stratejiler ELF'e hitap etse bile, kitaplarda bazı konuşma aktivitelerine yön verilmekte ve öğrenciler bu tür aktiviteler aracılığıyla yönlendirilmektedir ve konuşma aktivitelerinde öğretilen normları kullanmaları beklenmektedir. Dolayısıyla bu durum ELF ile çelişmektedir.

Sonuç, Tartışma ve Öneriler

Yapılan çalışmada dil materyali olarak kullanılan ders kitaplarının dinleme bölümlerinde, ana dili İngilizce olan konuşmacıların ana dili İngilizce olmayan konuşmacılara göre tartışılmaz bir üstünlüğü vardır ve ana dili İngilizce konuşanların etkileşimleri ana dili İngilizce olmayan konuşmacıların etkileşim oranından daha fazladır. Ayrıca ana dili İngilizce olan konuşmacıların etkileşimi ELF'in eksikliğini göstermektedir. Bu anlamda ELF farkındalığını artırmak ve gerçek hayattaki etkileşimlerin sadece ana dili konuşanların iletişimi ile sınırlı olmadığını kanıtlamak için ders kitaplarına ana dili İngilizce olmayan konuşmacıların etkileşimi de dahil edilmesi gerekmektedir. Çalışmanın sonuçları ELF'in yabancı dil ders kitaplarına entegre edilmesinin temel nokta olarak gerekliliğini ve ELF'in gerçek hayattaki iletişimde dilin kullanılması anlamına geldiği için ders kitaplarının ELF dostu materyalleri örneklemesi gerektiğini açıkça göstermektedir. Ayrıca, bu çalışmanın sonuçları, kitaplardaki belirli iletişim stratejileri ile birlikte ana dili İngilizce olmayan konuşmacıların arasındaki etkileşimin ve ana dili İngilizce olanlar ile olmayanlar arasındaki etkileşimi teşvik

edecek aktivitelerin önemini göstermiştir. Ders kitaplarının dinleme bölümlerine ana dili İngilizce olanların yoğun bir şekilde dahil edilmesi ana dili İngilizce olan kişilerin aksanlarının, telaffuzlarının anlaşılır olduğu ve aksanlarının ana dili İngilizce olmayan konuşmacılara kıyasla herhangi bir belirsizliğe yol açmadığı görüşünden kaynaklanabilir. Bu görüşe açıklık getirmek gerekirse Lev-Ari ve Keysar (2010), ana dili İngilizce olmayan konuşmacıların telaffuzunun bir etken olduğunu belirtmektedir. Başka bir deyişle, farklı telaffuzları nedeniyle ana dili İngilizce olmayan konuşmacıların anlaşılmasının kolay olmadığı ve telaffuz şeklinin anlamada sıkıntılara yol açtığı düşünülmektedir. Bu nedenle telaffuz, ana dili konuşanlara olan güven üzerinde bir etkiye sahiptir. Ders kitaplarında ana dili İngilizce olan kişilerin hakimiyeti Batılı ülkelerin gücü ile de ilişkilidir. Genel olarak bilindiği gibi ELT dünyasında Batılı ülkelerin etkisini görmek mümkündür. Yani ELT dünyasında ders kitapları büyük ölçüde ana dili temel alınarak tasarlanmaktadır ve ders kitaplarının odak noktası Batılı ülkeleri kültürleriyle tanıtmaktır. (Gray, 2010).

Aksan yönüyle sonuçlar dikkate alındığında, ders kitaplarının ELF farkındalığına önem vermediği ve genel olarak ders kitaplarında vurgulanan temel noktanın Standard İngiliz İngilizcesi olduğu söylenebilir. Ders kitaplarında farklı aksanlara yer verilmemesinin gerekçesi, standart dil ideolojisi ile açıklanabilir. ELT’de etkili olan standart dil ideolojisi, dil ders kitaplarında otoritesini seğılemekte ve ELT ders kitapları, ortak bir dil normu olarak kabul edilen Standart İngilizce veya Amerikan İngilizcesi temelinde hazırlanmaktadır. Bu çalışmanın bulgularıyla ilgili olarak, konuşma aktivitelerinde farklı kültürlerle yönelik konular hakkında farkındalık yaratmak gerektiği, çok kültürlü konuların da ELF bağlamında önemli olduğu ve bunların da kitapların konuşma bölümlerine dahil edilmesi gerektiği sonucuna varılabilir. Ders kitaplarında farklı kültürlerin varlığı, hem farklı kültürlerle ait çeşitli içeriklere yönelik farkındalığı artırmak hem de kültürün ELF temelinde değerlendirilmesi açısından önem taşımaktadır. Ayrıca ders kitaplarında kültürlerarası, küresel ve çok kültürlü gibi farklı konu türlerinin dağılımında bir denge olmalı ve sadece bir tipik konuya yoğun olarak vurgu yapılmamalıdır. Bu konular ders kitaplarının ELF kavramına yaklaşımını net bir şekilde yansıtmaktadır.

Elde edilen sonuçlara göre dil öğrenimi ve öğretiminde kullanılan ders kitaplarının farklı türdeki iletişim stratejilerinin entegre edecek şekilde hazırlanması ve ders kitaplarının iletişimi daha verimli hale getirmek için dil kullanıcılarının etkileşimde çeşitli stratejileri kullanmalarına olanak sağlaması gerekmektedir. Yüzdeliği yüksek bile olsa, sadece bir tür stratejiye odaklanmak ELF etkileşimini desteklemek için yeterli değildir. Ele alınması gereken bir diğer nokta da, dil kullanıcılarını konuşma aktivitelerinde yönlendirmek ELF iletişimini engellediğinden ve bu durum Rose ve Galloway'in (2019) küresel dil öğretimi taslağıyla çeliştiğinden dolayı ders kitaplarındaki konuşma aktivitelerinin dil kullanıcılarını iletişimde yönlendirmemesi gerekir. ELF, iletişim stratejileri aracılığıyla dil kullanıcılarının dili etkili iletişimde kullanmasını ve iletişimi sürdürmesini sağlar.

Çalışmanın sonuçları göz önünde bulundurulduğunda birtakım öneriler de ortaya çıkmaktadır. Öncelikle, ELT ders kitaplarındaki ELF analizi, ELF'in ders kitaplarında varlığını veya yokluğunu göstererek bu konuda farkındalık yaratmak açısından önemlidir. Bu çalışma ile ders kitaplarının içeriği farklı beceriler açısından analiz edilerek ders kitaplarının ELF'e yönelik tutumu gösterilmeye çalışılmıştır. Bu bağlamda, bu çalışmada Antalya'da özel bir üniversitenin hazırlık programında kullanılan orta düzeyde iki ders kitabı analiz edilmiş ve bulgular sadece Antalya'da özel bir üniversitede kullanılan ve araştırmada incelenen bu ders kitapları ile sınırlandırılmıştır. Bu nedenle, ilerideki araştırmalarda, diğer İngilizce ders kitaplarının ELF'e nasıl yaklaştığını görmek için analiz edilecek ders kitaplarının sayısı arttırılmalı ve ayrıca araştırma farklı seviyedeki ders kitapları ile yapılmalıdır. Bu açıdan gelecekte ders kitaplarındaki ELF analizine yönelik araştırma yapacak olan araştırmacılar, çalışmalarında farklı düzeylerde daha fazla ders kitabına yer verebilirler. Ayrıca, bu çalışmanın bulguları Antalya'da özel bir üniversitenin hazırlık programında kullanılan sadece bu iki ders kitabı ile sınırlı olduğundan, Türkiye'nin farklı illerinde bulunan çeşitli özel üniversitelerin hazırlık programlarında kullanılan ders kitaplarının da araştırmaya dahil edilmesi önerilmektedir. Öte yandan, bu çalışma içerik analizine dayalı olup, odak noktası dinleme, video ve konuşma becerileri üzerinedir. Bu nedenle ileride araştırma yapmak isteyen araştırmacılar, analizlerinde içeriklerini genişletebilir

ve bu beceriler dışında dil bilgisi ve okuma da ELF analizine dahil edilebilir. Ayrıca, bu çalışmadan elde edilen çıkarımlara dayalı olarak, müfredat tasarımcıları ve ELT ders kitabı yazarları, ELT ders kitaplarını, İngilizce'nin dil kullanımındaki mevcut durumuna göre tasarlamalıdır.





APPENDICES

APPENDIX-1

ETİK KURUL İZNİ (ETHICS COMMITTEE PERMISSION)



ARAŞTIRMA PROJESİ DEĞERLENDİRME RAPORU

Toplantı Tarihi: 01.09.2021 Çarşamba
Toplantı No:2021/09
Karar No: GO 2021/315

Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Yüksek Lisans öğrencisi Sibel KATIRCI' nın Doç. Dr. Ali KARAKAŞ danışmanlığında yürüteceği *"Türkiye' de Üniversitelerde Kullanılan İngilizce Kitapların Dinleme, Video ve Konuşma Bölümlerindeki ELF' in Analizi"* başlıklı proje önerisi araştırmanın gerekçe, amaç, yaklaşım ve yöntemleri dikkate alınarak incelenmiş olup çalışmanın fikri, hukuki ve telif hakları bakımından sorumluluğu araştırma ekibine ait olması koşulu ile etik açıdan uygun bulunmuştur.

APPENDIX-2

LIST OF ACTIVITIES IN UNITS OF THE COURSEBOOKS

Unlock LS3	Speakout Student's Book
<i>Listening:</i> Unit 1 (Animals), Unit 2 (Customs and Traditions), Unit 3 (History), Unit 4 (Transport), Unit 5 (Environment), Unit 6 (Health and Fitness), Unit 7 (Discovery and Invention), Unit 8 (Fashion), Unit 9 (Economics), Unit 10 (The Brain)	<i>Listening:</i> Unit 1 (Identity), Unit 2 (Tales), Unit 3 (Contact), Unit 4 (Jobs), Unit 5 (Solutions), Unit 6 (Emotion), Unit 7 (Success), Unit 8 (Communities), Unit 9 (History), Unit 10 (World)
<i>Video:</i> Unit 1 (Wildlife Conservation), Unit 2 (Japan: Customs and Traditions), Unit 3 (The Desert Mummies of Peru), Unit 4 (How to Make A BMW), Unit 5 (Sleeping Giants: Russia's Giant Volcanoes), Unit 6 (Training for a Triathlon: The Ultimate Event), Unit 7 (Engineering a Ski Resort in the Desert), Unit 8 (From Function to Fashion), Unit 9 (Economic Migration: The Chinese Dream), Unit 10 (The Placebo Effect)	<i>Video:</i> Unit 1 (The Money Programme: Second Life), Unit 2 (Hustle), Unit 3 (The Virtual Revolution), Unit 4 (Gavin and Stacey), Unit 5 (Top Gear), Unit 6 (The Worst Week), Unit 7 (The One Show: Water Ski Challenge), Unit 8 (Tribe: Anuta), Unit 9 (The Divine Michelangelo), Unit 10 (Nature's Great Event: The Great Melt)
<i>Speaking:</i> Units 1/2/3/4/5/6/7/8/9/10	<i>Speaking:</i> Units 1/2/3/4/5/6/7/8/9/10

APPENDIX-3**CURRICULUM VITAE****PERSONAL INFORMATION**

Name-Surname: Sibel KATIRCI

Title: English Language Instructor

EDUCATION

Master's Degree: Burdur Mehmet Akif Ersoy University/Institute of Educational Sciences/Department of Foreign Language Education/Master's Program with Thesis in Foreign Language Education

Bachelor's Degree: Başkent University/Faculty of Education/Department of Foreign Languages Education/Program of English Language Teaching

WORK EXPERIENCE

Antalya Bilim University - English Language Instructor

Adnan Menderes University - English Language Instructor

Private Tek Lider English and Computer Course - English Teacher

PUBLICATIONS

Katırcı, S., & Karakaş, A. (2022). Coursebook writers' orientations towards ELF: The case of coursebooks used in a private university. *Bartın University Journal of Faculty of Education*. (will be published in October, 2022).

**PAPERS PRESENTED AT NATIONAL/INTERNATIONAL CONGRESSES
AND PUBLISHED IN THE PROCEEDINGS BOOK**

Katırcı, S., & Karakaş, A. (2022, February). The analysis of grammar exams implemented at Anatolian high schools. *4th International Social Sciences and Innovation Congress*, (pp. 151-164), Ankara.



