

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**AN EVALUATION OF NEGOTIATION OF MEANING STRATEGIES IN AN
ELT COURSEBOOK FROM AN ELF-AWARE PERSPECTIVE**

Kübra YAĞAR

MASTER OF ARTS

ADANA / 2020

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MASTER OF ARTS

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Kübra YAĞAR

ABSTRACT**AN EVALUATION OF NEGOTIATION OF MEANING STRATEGIES IN AN
ELT COURSEBOOK FROM AN ELF-AWARE PERSPECTIVE****KÜBRA YAĞAR****Master of Arts, English Language Teaching****Supervisor: Assist. Prof. Dr. Meryem AKÇAYOĞLU MİRİOĞLU****May 2020, 132 pages**

In recent years, with the exponential growth of English as a lingua franca (ELF), the integration of ELF-related issues into English language teaching (ELT) pedagogy has been attracting an increasing amount of attention among ELF researchers. In this respect, a good number of empirical and theoretical studies have been conducted concerning teacher education and training so far. However, considered as a core of a particular program and the main medium between teachers and students, ELT materials are given little attention. More research is needed to gain a better understanding of the integration of ELF-related issues into ELT materials, and how ELT coursebooks deal with ELF-aware pedagogy. Thus, the present qualitative study aims to investigate how negotiation of meaning (NoM) strategies are dealt with in an international ELT course-book series used in the English preparatory classes of a university in Turkey with reference to ELF communication defined by existing empirical research in the field. In the first phase, the data about the perceptions and practices of the instructors obtained through an open-ended questionnaire were analyzed via thematic analysis. In the second phase, the course-book series were evaluated through checklists and analyzed via content analysis. The findings of the study revealed that the majority of the instructors are aware of the significance of teaching NoM strategies. However, they have some concerns about how to plan their lessons and to teach essential strategies based on their students' needs in the context of established native-speakerist institutional policies. Findings also revealed that the monolithic form of English and British-bound stereotypes are promoted in all levels of the *Cambridge English Empower* course-book series. A lack of pluricentric, dynamic, and variable use of English in audio and audio-visual materials indicates that authentic ELF interaction is to a great extent ignored. Moreover, communicative tasks and activities in the course-books are designed within

Second Language Acquisition (SLA) framework which relies on native-speaker and Standard English (SE) norms. It is recommended that stakeholders should take brave actions to reconceptualize the content of ELT materials and appropriately design them by taking into account the implications of ELF-aware pedagogy. This study is expected to contribute specifically to materials development and evaluation, policy design, and planning in ELT within the framework of ELF.

Keywords: ELF, ELF-aware language pedagogy, ELT course-books, NoM strategies



ÖZET

BİR İNGİLİZCE DERS KİTABINDAKİ ANLAM MÜZAKERESİ STRATEJİLERİNİN ORTAK DİL OLARAK İNGİLİZCE (ODİ) FARKINDALIKLI BİR BAKIŞ AÇISIYLA DEĞERLENDİRİLMESİ

Kübra YAĞAR

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Danışman: Dr. Öğr. Üyesi Meryem AKÇAYOĞLU MİRİOĞLU

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Son yıllarda, İngilizce'nin ortak bir dil olarak (ODİ/ELF-English as a lingua franca) kullanımının yaygınlaşması ile birlikte, ODİ farkındalığı ve ilgili konuların İngiliz dili eğitimi pedagojisine entegrasyonu, ODİ araştırmacıları arasında gittikçe dikkat çekmektedir. Bu bağlamda, öğretmen eğitimi üzerine bugüne kadar çok sayıda ampirik ve teorik çalışma yapılmıştır. Ancak, bir programın temel dayanağı olan ve öğretmenler ile öğrenciler arasında köprü görevi gören İngilizce ders kitaplarına oldukça az yer verilmiştir. ODİ ile ilgili konuların İngilizce ders kitaplarına entegrasyonu ve bu ders kitaplarının ODİ pedagojisini nasıl ele aldığının daha iyi kavranabilmesi için daha fazla araştırmaya ihtiyaç duyulmaktadır. Bu nedenle, bu nitel çalışma esas olarak anlam müzakeresi stratejilerinin Türkiye'de bir üniversitenin İngilizce hazırlık sınıflarında kullanılan uluslararası yaygın İngilizce ders kitaplarında nasıl ele alındığını, güncel literatürdeki ampirik çalışmaların tanımladığı ODİ iletişimini referans alarak incelemeyi amaçlamaktadır. Çalışmanın birinci aşamasında, öğretim elemanlarının algı ve uygulamalarına ilişkin veriler açık uçlu bir anket aracılığıyla elde edilmiş ve tematik analiz ile incelenmiştir. İkinci aşamada ise, İngilizce ders kitapları kontrol listeleri ile değerlendirilmiş ve bulgular içerik analizi ile incelenmiştir. Çalışmanın bulguları, öğretim elemanlarının çoğunun anlam müzakeresi stratejilerinin öğretiminin önemini farkında olduğunu ortaya koymuştur. Ancak, *Anadil konuşmacısı*'nın üstün görüldüğü kökleşmiş kurumsal bir politikanın benimsendiği bir ortamda, öğrencilerinin gerçek iletişimsel ihtiyaçlarına yönelik nasıl ders tasarlayacakları ve gerekli stratejileri nasıl öğretecekleri konusunda bazı endişelerinin olduğu görülmüştür. Aynı zamanda bulgular, *Cambridge English Empower* kitap serisinin bütün seviyelerinde monolitik bir dil kullanımının olduğunu ve İngiliz

kültürüne dayanan stereotiplerin teşvik edildiğini ortaya çıkarmıştır. Bulgularda, ders kitaplarındaki işitsel ve görsel-işitsel materyallerde, dinamik, değişken ve çoğulcu tarzda bir İngilizce kullanımının görülmemesi, *anadili İngilizce olmayan konuşmacı* iletişiminin büyük ölçüde yoksayıldığını göstermiştir. Dahası, ders kitaplarındaki iletişim odaklı görev ve aktiviteler *Anadil konuşmacısı* ve Standart İngilizce (SE) modeline dayanan İkinci dil edinimi (SLA) bakış açısıyla tasarlanmıştır. Yetkili kişiler, İngilizce ders materyallerinin ODİ farkındalıklı pedagoji içeriğiyle yeniden düzenlenmesi adına cesur adımlar atmalıdır. Bu çalışmanın, ODİ çerçevesinde İngiliz dili eğitiminde materyal geliştirme ve değerlendirmeye, politika tasarımı ve planlanmasına katkı sağlaması beklenmektedir.

Anahtar Kelimeler: ODİ, ODİ dil pedagojisi, İngilizce ders kitapları, Anlam müzakeresi stratejileri

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ABBREVIATIONS

ACE:	Asian Corpus of English
CC:	Communicative Competence
CSs:	Communication Strategies
CEFR:	Common European Framework of Reference for Languages
CLT:	Communicative Language Teaching
CP:	Communication Plus
EE:	Everyday English
EFL:	English as a Foreign Language
ELF:	English as a Lingua Franca
ELFA:	English as a Lingua Franca in Academic Settings
ELT:	English Language Teaching
ENL:	English as a Native Language
L1:	First Language / Mother Tongue
NNES:	Non-native English Speaker
NES:	Native English Speaker
NoM:	Negotiation of Meaning
PA:	Photocopiable Activities
SLA:	Second Language Acquisition
VOICE:	Vienna Oxford International Corpus of English

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CHAPTER I

INTRODUCTION

In this chapter, first, a background to the study followed by the problem statement is introduced. The purpose, significance, and limitations of the study along with research questions are further outlined. At the end of the chapter, definitions of key terms are provided.

1.1. Background of the Study

Since the 1980s, communication strategies (CSs) have been largely investigated and developed within a Second Language Acquisition (SLA) framework (Bachman, 1990; Bachman & Palmer, 1996, 2010; Canale and Swain, 1980, 1983, Celce-Murcia, Dörnyei & Thurrel, 1995, Hymes 1972, Tarone et al., 1976; Tarone, 1977, 1980). In this respect, a wide range of CSs taxonomies (See Appendix 1, 2) were developed and introduced to the SLA literature (Dörnyei & Scott, 1997). Since the late 1990s, the significance of adopting the interactional approach is emphasized concerning how meaning is socially co-constructed in communication and a pivotal role of CSs play in such meaning negotiation process. With the interactional approach, various pragmatic moves (e.g. asking for clarification, repetition, paraphrases, reformulation, and so on) are regarded as naturally occurring both in L1 and L2 interactions to achieve effective and successful communication in cooperation.

Due to globalization, the spread of English as a lingua franca and the role of English as a means of communication among speakers of different languages (Jenkins, 2012), has gained momentum. Jenkins et al. (2011) define globalization as “the process by which the world has become/is becoming more connected, where relations across local, regional and global contexts become more enmeshed where flows of language culture and people are intensified and accelerated” (p.303). British Council (2013) revealed that the total number of English speakers around the world is over 1.75 billion, and it was foreseen that the number will have reached two billion by 2020. As Crystal (2003) states, roughly one out of every four users of English in the world is a native speaker of the language, which means that NNES of English outnumbered the NES (Kachru, 2005). Therefore, it can be stressed that the NNES of English plays a highly crucial role in shaping the language at least as much by NES (Seidlhofer, 2011).

As Leung and Jenkins (2020, pg.26) put forward, “the progressive increase in worldwide population mobility for economic and political reasons in last few decades has been accompanied by intensification of linguistic diversity in many places.” The increasing diversification of English in many domains worldwide sparked off multilingual practices and exploitation of plurilingual resources of ELF speakers for maintaining successful and meaningful communication.

ELF research observed that in such communications, ELF speakers employ a wide range of CSs to co-construct the meaning and the strategic competence plays an important role as a part of ELF speakers’ communicative repertoire (Seidlhofer, 2011). Strategic competence is defined by Tarone (2016) as “essential ability to creatively and flexibly draw upon a range of different language forms and expressions in order to reach a communicative goal.” (p.217). She further adds that “strategic competence is the ability to engage in a divergent and open-ended communicative process, where are many possible solutions.”(p.218).

In the past, there was a common assumption that “lacking of shared knowledge and socio-cultural framing between ELF speakers of different linguistic and cultural backgrounds is likely to lead to misunderstanding and communication difficulties, as participants will rely on the norms of their mother tongue and native culture to interpret meaning.” (Cogo, 2010, p.296) However, ELF researchers have questioned the validity of such assumptions in ELF communicative contexts by conducting empirical research. The results have revealed that instances of misunderstandings among ELF speakers are greatly rare (Mauranen 2006), and when they occur, ELF speakers do not tend to ignore, but rather try to tackle misunderstandings by employing many strategies at their disposal to co-construct the meaning. It is emphasized by many researchers that CSs should not be considered as a model that compensates the deviation from NES and SE language forms, but rather be seen as an act of utilizing metacognitive principles which allow speakers to exploit their plurilingual repertoires more flexibly and dynamically. In this sense, the CSs serve pragmatic and accommodative functions in ELF framework (Björkman, 2011; 2014; Batziakas, 2016; Cogo, 2009, 2010; Cogo & Pitzl, 2016, Kaur, 2009; Mariani, 2010; Mauranen, 2006; Meierkord, 2000; Ollinger, 2012; Pitzl, 2009, 2012, 2015; House, 2003; Sato et al., 2019; Vettorel, 2017, 2018).

In ELF literature, a good number of studies were conducted to shed light on the authentic use of English among ELF speakers. (Björkman, 2011; 2014; Batziakas, 2016; Cogo, 2009, 2012, 2016; Kaur, 2009; Mariani, 2010; Mauranen, 2006; Meierkord,

2000; Ollinger, 2012; Pitzl, 2010, House, 2003; Sato et al., 2019; Vettorel, 2017). Such studies explicitly present real-life communications among ELF speakers and display how the speakers employ a wide range of CSs skillfully by drawing on all the necessary linguistic resources in their repertoires to accomplish mutual understanding.

In this respect, raising awareness of the integral role of CSs play in ELF interactions should be integrated into ELF-awareness raising teacher education programs (Vettorel, 2017; 2018). As Sifakis et al., (2018) states, “it is necessary to inform ELT practice with elements of authentic out-of-class communication involving non-native users of English.” (p.9). Moreover, Alptekin (2002) highlighted that the traditional and unachievable understanding of communicative competence depending on NES should be replaced with a new, authentic, and realistic perspective. Therefore, Alptekin (2002) called for a new understanding of communicative competence and an urgent need for a new pedagogy in ELT, which recognizes the current global role of English. Furthermore, Jenkins (2006) drew attention to, “the need for a pluricentric rather than a monocentric approach to the teaching and use of English”(p.173).

To frame a better picture of the dynamism and fluidity of English as a lingua franca, a need for raising ELF awareness of teachers has been emphasized (Dewey, 2012), thus, a good number of ELF research has focused on teacher education and training concerning ELF awareness and ELF-aware pedagogy so far. (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Ceyhan-Bingöl, 2018; Coşkun, 2011; Galloway & Rose, 2015; İnal & Özdemir, 2013, 2015; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Kurtuldu, 2019; Öztürk, Çeçen & Altınmakas, 2010; Llurda, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). In this respect, an ELF-aware pedagogy and ELF/EIL-aware teacher education model was proposed by Bayyurt and Sifakis (2015b). The proposed models aim to integrate ELF into a language pedagogy and provide a detailed framework for ELF researchers who would like to attempt to contribute to the ELF studies.

So far, little attention was given to ELT coursebooks, an integral part of most typical EFL classes, in terms of how they deal with ELF-related issues. It has been underlined by a great number of ELF researchers that more empirical research concerning the designing appropriate ELF-aware teaching materials is needed in ELT pedagogy (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Cogo & Pitzl, 2016;

Galloway & Rose, 2015; Galloway, 2017, 2018; Grazzi, 2017; Jenkins, 2007, 2012; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Matsuda, 2003; Matsumoto, 2011; Sifakis, 2009, 2017, 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018).

In this respect, several studies were carried out, and their findings revealed that a majority of so-called authentic ELT course-books adhere firmly to NES and SE forms, promote NES culture, and ignore diversity and plurality of ELF communication (Canagarajah, 2005; Galloway & Rose, 2015; Galloway, 2017, 2018; Jenkins, 2012; Tsantila & Georgountzou, 2017; Vettorel & Lopriore, 2013, Vettorel, 2017; 2018). The majority of commonly used and examined ELT coursebooks take the CEFR (2001) as a reference, which does not greatly recognize the ELF reality and it conceptualizes CSs within the SLA framework. The Council of Europe (2018) further published an updated and extended framework which is regarded as a promising step in terms of partially recognizing the global status of English, however, it again fails in portraying the dynamic and flexible nature of multilingual communication. Leung and Jenkins (2020) highlighted that updated CEFR (2018) “has not taken account of the ways in which multilingual speakers make use of their entire multilingual repertoires in order to promote successful lingua franca communication rather than trying to adhere inflexibly to the norms of any one specific language”. (p.39)

1.2. Statement of the Problem

In recent years, several studies on students' beliefs and attitudes towards ELF were carried out in different contexts such as in Japanese (Matsuda, 2003; Galloway, 2011, 2013), in Germany (Erling & Bartlett, 2006), and the UK. (Kuo, 2006). Moreover, a good number of ELF research has focused on teacher education and training concerning ELF awareness and ELF-aware pedagogy so far. (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Ceyhan-Bingöl, 2018; Coşkun, 2011; Galloway & Rose, 2015; İnal & Özdemir, 2013, 2015; Kemalolu-Er, 2017; Kemalolu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Kurtuldu, 2019; Öztürk, Çeçen & Altınmakas, 2010; Lllurda, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019).

However, the investigation of ELT course-books from an ELF-aware perspective is likely to fall behind the aforementioned areas. More research is needed to gain a better understanding of the integration of ELF-related issues into ELT materials, and how ELT coursebooks deal with ELF-aware pedagogy (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Cogo & Pitzl, 2016; Galloway, 2017, 2018; Grazzi, 2017; Jenkins, 2007, 2012; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Matsuda, 2003; Matsumoto, 2011; Sifakis, 2009, 2017, 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018). Furthermore, the empirical studies on how ELT coursebooks deal with the strategic use of ELF has been greatly underexplored, and the research investigating specifically CSs in ELT materials from an ELF-aware perspective is rather small in number (Vettorel, 2017; 2018). In this respect, the main focus of this study is to investigate an ELT course-book series from an ELF-aware perspective concerning the inclusion of one of the most frequently used communication strategies among ELF speakers; the negotiation of meaning (NoM) strategies.

1.3. Purpose of the Study

The study mainly aims to contribute to the growing area of ELF research by exploring how NoM strategies, frequently used in ELF talk, are dealt with in the ELT course-books. In this respect, the present study first endeavors to shed light on the Turkish EFL instructors' perceptions and their teaching practices on NoM strategies concerning *Cambridge English Empower* within the concept of ELF awareness and ELF-aware pedagogy. Second, the study aims to critically evaluate the inclusion of NoM strategies in NNS-NNS dialogues and related tasks or/and activities in the *Cambridge English Empower* course-book series (A1, A2, B1, B1+) from an ELF-aware perspective.

1.4. Significance of the Study

Communication strategies have mostly been examined from a perspective of SLA so far which adheres firmly to NS norms rather than NNS (e.g., Dörnyei & Scott, 1997; Williams et al., 1997; Kasper & Kallerman, 2014; Maleki, 2007, 2010; Sato, 2005; Rahmani Doqaruni & Najjari, 2015; Nakatani, 2002, 2005, 2006; Yaman, Irgin, Kavasoglu, 2013). Even though an attempt was made to examine NS- NNS interaction in terms of utilizing NoM strategies in Nakahama, Tyler, and van Lier's (2001) study,

the study could not dissociate itself from the rooted assumptions of SLA. Thus, the present study differs from the previous ones as it attempts to explore the use of NoM strategies, one of the most frequently employed CSs among ELF speakers, in ELT course-books from a perspective of ELF.

Therefore, this study attempts to fill the gap in the literature with the intent of contributing to developing an ELF-aware pedagogy in an ELT by evaluating recently published and unexamined ELT course-book series, *Cambridge English Empower*, used in a Turkish context. The present study also offers significant insights for teachers, teacher trainers, course-books writers, material developers, and curriculum designers.

1.5. Limitations of the Study

This study has several limitations that need to be considered. First of all, it should be highlighted that the ultimate aim of qualitative research is not to generalize the findings (Mackey & Gass, 2005). Therefore, the study conducted with 33 EFL instructors in the first phase, and evaluation of eight ELT course-books in the second phase have revealed findings whose validity would be questionable for all foreign language teaching contexts.

The second limitation is that even though *Cambridge English Empower* has six different books ranging from starter to advanced levels (A1, A2, B1, B1+, B2, C1), only four of them are being used at School of Foreign Languages. Therefore, it can be concluded that B2 and C1 level course-books are not in the scope of the study, and they were not evaluated; thus, the findings of the present study cannot be generalized for *Cambridge English Empower* course-book series overall.

Finally, the present study cannot provide a comprehensive and in-depth evaluation of each lesson presented in the eight course-books due to time constraints. As a result, only communicative activities and tasks of these lessons were examined in the A, B, and D lessons, which were categorized under *Communication Plus* in the study.

1.6. Research Questions

Considering the aims indicated above, this study is going to be conducted to seek answers to the following research questions:

1. What are the EFL instructors' perceptions related to their practices towards the negotiation of meaning strategies in *Cambridge English Empower* (A1, A2, B1, B1+)?
2. What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in *Cambridge English Empower* (A1, A2, B1, B1+)?
3. Are negotiation of meaning strategies presented from an ELF-aware perspective in the audio and audio-visual materials in *Cambridge English Empower* (A1, A2, B1, B1+)?

1.7. Definition of Key Terms

Throughout the study, various terms are utilized, and it is essential to establish a common understanding between the researcher and the reader to avoid possible confusion. In this respect, the following core terms of the study are defined as follows:

Common European Framework of Reference for Languages (CEFR): This term refers to a framework that was developed to provide a common basis for the explicit description of objectives, content, and methods in second or foreign language education (Council of Europe, 2001). In the updated version, "CEFR presents a comprehensive descriptive scheme of language proficiency and a set of common reference levels (A1-C2) defined in illustrative descriptor scales, plus options for curriculum design promoting plurilingual and intercultural education." (Council of Europe, 2018, p.25).

Communication Strategies (CSs): This term implies the ways or means that interlocutors employ to cope with difficulty or any breakdown in communication. (Mariani, 2010).

Communicative Competence (CC): As Richards (2006) indicates, the term consists of knowledge and ability of how to vary the use of language depending on the context and different purposes. This term also means being able to maintain successful communication by using CSs despite interlocutors' restricted language resources.

Communicative Language Teaching (CLT): This term refers to "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom." (Richards 2006, p.2)

ELF-aware pedagogy: This term refers to a pedagogical approach proposed by Bayyurt and Sifakis (2015a), which implicates incorporating ELF perspective into language pedagogy. In this approach, an ELF-aware teacher adapts or designs his/her lessons by taking into account the needs of learners in today's globalizing world, and does not rely mainly on a correction but intelligibility in communication. This pedagogy is against the superiority of NES behavior and supports the notion that learners' bringing their own linguistic, cultural, etc. elements from their first language or other languages they share is a mutually enriching experience (Bayyurt & Sifakis, 2015a, 2015b, 2017; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b).

English as a Foreign Language (EFL): This term refers to a “part of the Modern Foreign Languages paradigm whose ultimate goal is to be able to communicate effectively with native speakers who are the target interlocutors of that language and to gain near-native competence.” (Biricik-Deniz, 2017, p.14)

English as a Lingua Franca (ELF): This study adopts Firth's (1996) and House's (1999) ELF definitions. According to House (1999), “ELF interactions are defined as interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue” (p. 74). As to Firth (1996), ELF is “a “contact language” between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p. 240).

Native English Speaker (NES): This term refers to a speaker whose first language is English.

Negotiation of Meaning (NoM) Strategies: Richards and Schmidt (2002) define this term as strategies used by interlocutors to make meaning comprehensible, to achieve mutual understanding, and to avoid misunderstandings and communication breakdowns.

Non-native English Speaker (NNES): It refers to a speaker whose first language is not English, but rather one who uses English either as a second or foreign language.

Standard English (SE): Jenkins (2006) defines it as a sole standard form of English regarded as monocentric rather than a pluricentric one which is mostly based on American and British norms, and is used only by a native community.

1.8. Summary

This chapter has presented the background to the study with its significance as well as the problem statement. Along with the aim of the study with all its related research questions, limitations of the study have also been outlined. Finally, the definitions of key terms used throughout the study have been introduced to the readers.



CHAPTER II

A REVIEW OF LITERATURE

This chapter addresses recent developments in the field of English Language Teaching (ELT) by providing related inquiry areas of the research study in-depth. To this end, language teaching approaches are first presented in very general terms to provide the basis for a shift to modern teaching approaches such as current communicative approaches and post-method pedagogy. Second, communicative competence (CC), its components, and related communication strategies (CSs) such as the negotiation of meaning (NoM) strategies were provided both from the perspective of Second Language Acquisition (SLA) and English as a Lingua Franca (ELF). Third, ELF pragmatics, one of the linguistic levels of ELF paradigm, were touched upon. Last, after the concept of ELF awareness and ELF-aware pedagogy are addressed within ELT, the current status of ELT materials are drawn attention from the perspective of English as a Lingua Franca (ELF).

2.1. Language Teaching Approaches

For framing a better understanding of the recent developments in the field of ELT, we shall overview the phases ELT has gone through in the last 50 years.

When we take a look at the history of ELT, various points of views emerged, affected by a wide range of linguistics (e.g., The traditional view, structuralism, the generative transformational theory, the communicative view) and psychology theories (e.g., Behaviorism, cognitive theory, humanism, constructivism), depending on the needs and the educational conditions in that period. For the sake of finding the best method to teach a language, a vast number of approaches and methods were introduced to ELT a summary of which can be listed as follows:

- The grammar-translation method
- Direct method
- The oral approach and situational language teaching
- Audio-lingual method
- Silent Way
- Suggestopedia

- Community language learning
- Total physical response
- Whole language approach
- Multiple intelligences
- Neuro-linguistic programming
- Lexical approach
- Competency-based language teaching
- Communicative language teaching
- Natural approach
- Cooperative language teaching
- Content-based instruction
- Participatory approach
- Eclectic approach
- Post-method pedagogy (McDonough, Shaw, and Masuhara, 2013).

It is still not clear for us how many methods there are currently in use (Kumaradivelu, 2006). However, what seems to be clear that such approaches and methods have a noticeable overlap in terms of their theoretical and practical orientation to SLA. Thus, for better analyzing and understanding, Kumaradivelu (2006) preferred to categorize the language teaching methods as “language-centered methods”, “learner-centered methods”, and “learning-centered methods”, and he further introduced the post-method pedagogy to the ELT field (p.90).

Language-centered methods can be considered traditional and form-focused, and up to the late 1960s, they were guiding ELT in the first place. In these traditional approaches, grammatical competence was considered a prerequisite to learning a new language. Back then, grammar teaching was deductive, and classrooms were teacher-centered. In traditional approaches, the four skills were introduced after the learners established the language through acquiring grammatical patterns (Richards, 2006). The grammar-translation method that dominated foreign language teaching from 1840 to 1940s can be given as an example for a language-centered method, and this method has still been prevailing in its modified form in many parts of the world (Richards & Rodgers, 1986). The audio-lingual method is another example, indicated by Kumaradivelu (2006) for this category since it displays essential features of the language-centered methods. These methods are concerned with linguistic forms, and it's

believed that the mastery of a target language will be achieved through a mastery of its forms. From this point of view, language learning is a linear process, and the development of a language is more intentional rather than incidental. Students are expected to internalize the rules of the language through repetition and memorization.

As time progressed, the aforementioned traditional methods such as grammar-translation and an audio-lingual method became insufficient to meet teachers' expectations as well as students' actual communication needs (Alam, 2015; Savignon, 2018). Consequently, the loss of popularity of such methods led educators and researchers to search for more communicative methods that have the potential to cater to students' emerging needs in communication; as a result, learner and learning-centered methods in foreign language teaching emerged.

2.2. Communicative Language Teaching

By the late 1960s and early 1970s, with the idea of going beyond the classroom walls through learning to communicate rather than learning a set of rules explicitly, the traditional methods have been replaced by communicative ones and Communicative Language Teaching (CLT) emerged in Europe and the USA. Savignon (1991) believes that CLT derived not only from a linguistic point of view, but also from the collaboration of other disciplines such as psychology, philosophy, sociology, and educational research, based on an interdisciplinary approach.

Richards (2006) divided CLT into two groups as:

- Classic Communicative Language Teaching
- Current Communicative Language Teaching

Between the 1970s and 1990s, the notion of CLT came forward and gained its popularity, which was regarded as a remedy for catering to new teaching methods back then. Within this period, grammatical competence was no longer given priority; instead, developing learners' CC was the main objective. Began in the 1990s, current CLT can be described as a hybrid of numerous educational models and sources as opposed to the only single set of practices. In other words, current CLT stands for recognized practices that are applied depending on a group of variables such as learner's age, level, goal, and teaching context. Unlike the 20th century perspective, CLT should be regarded as an

approach rather than a method which adopts the idea that a language encompasses both personal identity and social norms of the community (Savignon, 2018).

Although this well-adopted current CLT gained a great number of supporters from researchers and practitioners across the globe in its own right (Savignon, 2018), implementation of this method into ELT has remained controversial, and it has been claimed to involve some challenges for teachers such as lacking teaching preparation, experience, freedom, and predominance of structure-based activities in the textbooks Alsaghiar (2018). In this sense, numerous researchers conducted studies to explore and critically review the challenges that EFL teachers are facing when integrating CLT into their teaching practices (e.g., Walia, 2012), and provides possible solutions and suggestions to these setbacks (e.g., Heng, 2014; Islam, 2016; Savignon & Wang, 2003; Vongxay, 2013).

Alsaghiar (2018) conducted a study on implementing CLT into six different foreign language classes and concluded that in particular classrooms where the study was conducted, CLT integration was considerably restricted due to aforementioned reasons such as lack of teaching preparation, experience, freedom, and predominance of structure-based activities in the textbooks. It can be deduced that the tendency to traditional, grammar-based approaches can still be observed in foreign language classes. Thus, it can be concluded that no matter how old the traditional methods are, they are still applied in various parts of the world (Sanjaya & Natsir, 2014).

Thanks to the CLT approach, new concepts were introduced to ELT. Namely, not only accuracy but also appropriacy has gained major importance in language learning. Furthermore, being grammatically competent has not been regarded as the only criterion in language learning, but also being communicatively competent has become essential to be a proficient user. As a result of this, the identity of a proficient language user has also been redefined. McDonough, Shaw, and Masuhara (2013) summarized the identity of a proficient language user in their implications for teachers by claiming that the individual's proficiency in grammar does not determine the extent of her/his mastery of a language. Once this is acknowledged, from the perspectives of teachers, the attitudes towards evaluating learners' proficiency should be modified, in other words, teachers should not focus on solely accuracy, neither should they be obsessed with the accuracy of the form; rather be concerned with appropriacy regarding the context. In communication, for instance, learners might utter a sentence that is correct in form but not appropriate for that particular context. In this situation, it can be

said that such learners can be linguistically competent, but they lack essential sociolinguistic behavior.

Contrary to language-centered, learner-centered methods such as “Communicative Language Teaching” focus on learners’ needs, wants and situations. Along with accuracy in forms, fluency in communication is also essential in this perspective. In other words, mastery of formal and functional language use can enable learners to fulfill their communicative needs in real-life. However, these methods are also regarded as linear and intentional just are the previous method (Kumaradivelu 2006). Therefore, it is very clear that CLT brought a new dimension and dynamism to ELT; however, it does not make it less method-based than others.

Kumaravadelu (2006) addressed this issue by indicating that methods are perceived as having absolute power, and both structure and the function of all components of language teaching have been shaped accordingly. For instance, by the time CLT became popular worldwide, considerable books and articles were published about its syllabus, tasks, methods, materials, and assessments accordingly. Nevertheless, the point being missed is that method is a limiting factor of teaching and learning of the complex structure of a language as it neglects some significant concepts such as needs, perceptions, cognitive state, cultural background, and political requirements.

Thus, with the shift towards post-method pedagogy in ELT, rather than only the pedagogical aspect, the social needs of learners have also been taken into account. Kumaradivelu (2003) drew attention to three pedagogic parameters: “particularity”, “practicality” and “possibility” (p.34), and indicated that the post-method pedagogy should not be seen as another method but as “an alternative to the method” (p.33).

In light of all the information above, it can be concluded that in ELT as well as in other fields, there is no best method which can be accepted universally, since the nature of a language is highly complex and dynamic.

2.3. Communicative Competence

Began to Chomsky’s (1965) distinction between competence and performance, CC has been evolving in the long run. In other words, since its introduction into the linguistic discourse, the concept of CC has been continually altered and adapted into the context of its use. A great deal of theoretical and empirical research on CC has been carried out so far, and it has been agreed that only knowledge itself is not sufficient; an

ability and a skill that can activate the knowledge are also essential components to become a competent language user (Bagarić & Djigunović, 2007).

CC is a broad term consists of knowledge and ability of how to vary the use of language depending on the context and different purposes, and the ultimate goal of CLT is the achievement of CC. This term also refers to being able to maintain successful communication by using CSs despite interlocutors' restricted language resources and so on. (Richards, 2006). It can be pointed out that being communicatively competent is considered as a salient feature of CLT and ELT. What it is aimed today is to teach language learners not merely grammar and vocabulary, in short, linguistic aspect of the language, but also other major competencies such as linguistic, psycholinguistic, sociolinguistic, socio-semantic, socio-philosophical), which would enable language learners to become communicatively competent in today's globalized world. (See Figure 1)

Historically, the concept of CC was exposed to major modifications to take its final form with the contribution of various scholars who shared different viewpoints. According to Chomsky (1965), a formal linguist, knowing a language solely depends on linguistic features which entail a speaker's uttering all grammatically correct and error-free sentences of that particular language. He claims that to be able to linguistically competent, a learner has to have a proficiency in understanding and producing the abstract system of language rules. However, Chomsky's perception of competence was rejected by many scholars (e.g., Cooper, 1968; Campbell & Wales, 1970; Jakobovits, 1970; Hymes, 1972; Widdowson, 1975), and the new perspectives towards the concept of competence emerged. (See Figure 1).

As a pioneer in the term 'Communicative Competence', Hymes (1972) addressed the issue by calling for a need for considering the social aspect of a language and brought a wider perspective as opposed to Chomsky's (1965) notion. For effective communication, as well as accepting the psycholinguistic perspective, Hymes (1972) is mainly concerned with the sociolinguistic viewpoint. Hymes (1972) highlighted that it would be wrong to delimitate the language learning process solely as acquiring linguistic features based on accurate usage. On the contrary, it was highlighted that the appropriate use of language is highly crucial to be able to interact in real-life communicative settings (Hymes, 1972).

Cooper (1968) is in the same line with Hyme's viewpoint that linguistic competence itself is not sufficient for effective communication. As well as grammatical

knowledge, he believes in the importance of knowing how to use the language appropriately in a particular context. To be able to make sure whether one's communicatively competent or not, both competences, linguistic and contextual, should be given equal importance.

Campbell and Wales (1970) define the main aim of the psychology of language as CC and adopt Hymes's perspective by indicating the importance of both psycholinguistic and sociolinguistic features of environmental factors in the language acquisition process. Furthermore, Munby (1978) pointed out that even though Chomsky's conception of competence which paved the way for recent CLT theories made an exclusive contribution to the field which cannot be underestimated as it, his notions of competence and performance remain insufficient in terms of the socio-cultural aspect of a language.

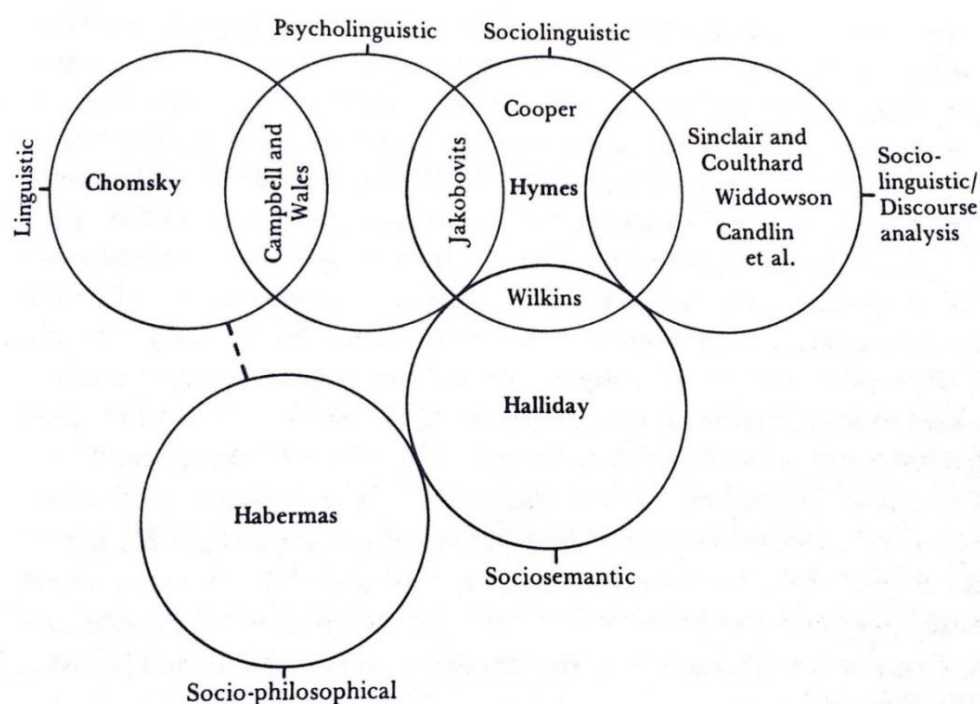


Figure 1. The competence constellation.

Source: Munby, J., 1978

Canale and Swain (1980) further developed the Hymes's (1972) framework (See Figure 2), and elaborated strategic competence separately from sociolinguistic competence. Canale and Swain (1980) had three main components in their framework: grammatical, strategic, sociolinguistic competence. In this model, it was indicated that

sociolinguistic competence encompasses two sets of rules: sociocultural and discourse, which was a signal for the forthcoming framework. Unsurprisingly, in his developed framework, Canale (1983) transferred discourse competence from sociolinguistic competence as a fourth component. Celce-Murcia et al., 1995 took up the framework where Canale (1983) left off and preferred using the term *linguistic* instead of *grammatical* in their framework. *Actional competence*, emerged from sociolinguistic competence, was also included. (See Figure 2).

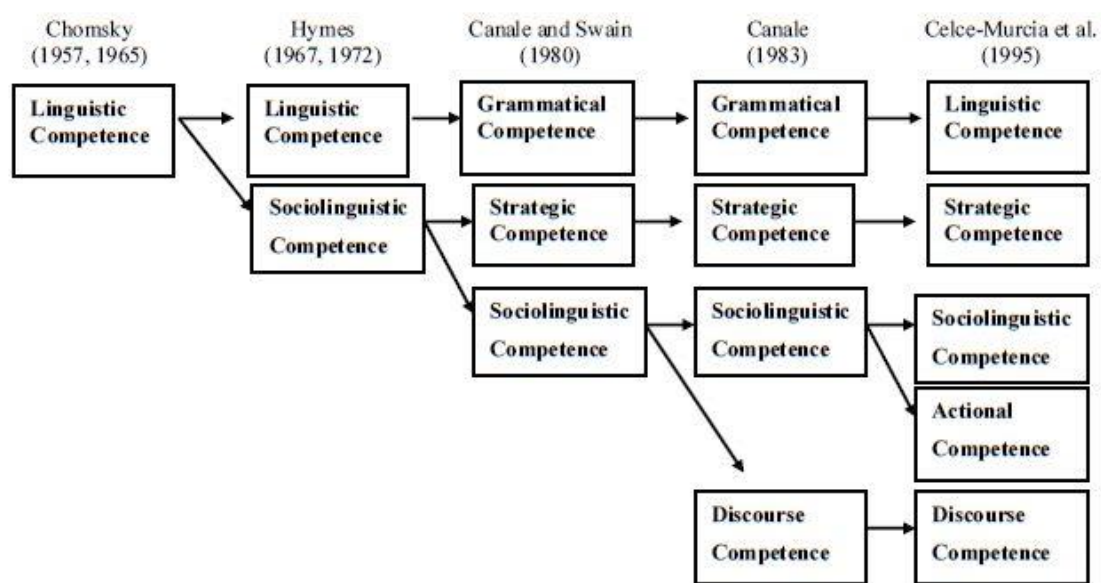


Figure 2. Chronological evolution of 'communicative competence'

Source: Celce-Murcia, M., 2007

Bachman (1990) further extended the model of Celce-Murcia et al. (1995) and proposed the term *communicative language ability* in his comprehensive framework. The model was slightly modified later again by Bachman & Palmer (1996, 2010). In their modified framework, they preferred to use *knowledge* instead of using the term *competence* (p.67). Moreover, in this adapted framework (See Figure 3), language knowledge was divided into two major categories: organizational knowledge and pragmatic knowledge. Grammatical and textual knowledge were subsumed under organizational knowledge while functional knowledge and sociolinguistic knowledge were categorized under pragmatic knowledge. Although the latter model (Bachman & Palmer, 1996, 2010) is considered more consistent with terminology than the former model (Bachman, 1990), it is rather multidisciplinary and complicated. (Fauzati, 2015).

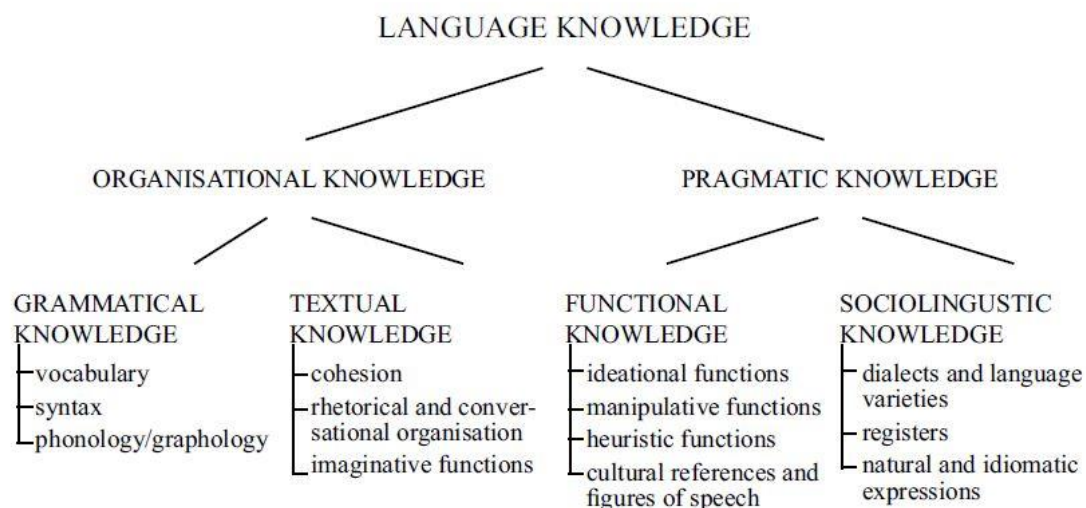


Figure 3. Areas of language knowledge

Source: Bachman, L. F., & Palmer, A. S., 1996

2.4. Components of Communicative Competence

Since the models constitute the study's design, the components described below heavily depend on the frameworks proposed by Celce-Murcia et al. (1995) and Celce-Murcia (2007):

2.4.1. Linguistic Competence

Linguistic competence refers to knowing phonology, lexis, morphology, and syntax. Linguistic competence is regarded as important as formulaic competence for effective communication (Celce-Murcia, 2007).

2.4.2. Formulaic Competence

While linguistic competence includes more open-ended and flexible systems, formulaic competence depends heavily on the rigid and fixed chunks that speakers utilize in a daily conversation. It consists of fixed phrases, collocations, idioms, and lexical frames.

2.4.3. Sociocultural Competence

Sociolinguistic competence was relabelled with the new model proposed by Celce-Murcia (2007) as sociocultural competence. A speaker's pragmatic knowledge is

regarded as sociocultural competence which entails knowing the necessary cultural background of the target language. In other words, to get the message across to an interlocuter effectively, the speaker should be aware of that particular social and cultural context. Put more simply, even though a speaker is proficient in linguistic features and rules, not knowing how to vary the language based on the socio-cultural norms is considered a serious problem in language acquisition. *Social contextual factors, stylistic appropriateness, cultural factors* are some of the prominent sociocultural variables mentioned in Celce-Murcia et al. (1995, p24). Knowing about the target language's traditions, life, history, and literature may help linguistic, and sociocultural competencies are acquired (Celce-Murcia, 2007).

2.4.4. Discourse Competence

Discourse component is placed in the center in both illustrated models (See Figure 3, 4) since the discourse competence is shaped by the combination of sociocultural context, lexico-grammatical resources, and the interactional competence. According to Celce-Murcia, (2007), discourse competence refers to “the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message.” (p.46).

2.4.5. Interactional Competence

It was one of the modifications of the updated model of Celce-Murcia (2007) that actional competence was placed as a sub-category of interactional competence. New sub-categories, conversational competence, and non-verbal/paralinguistic competence, were integrated into the intercultural competence. While actional competence is to know speech acts, conversational competence entails knowing the turn-taking system in conversation. It can be highlighted that being aware of the cultural differences and conversational norms of a target language society are essential (Berns, 1990; Celce-Murcia, 2007).

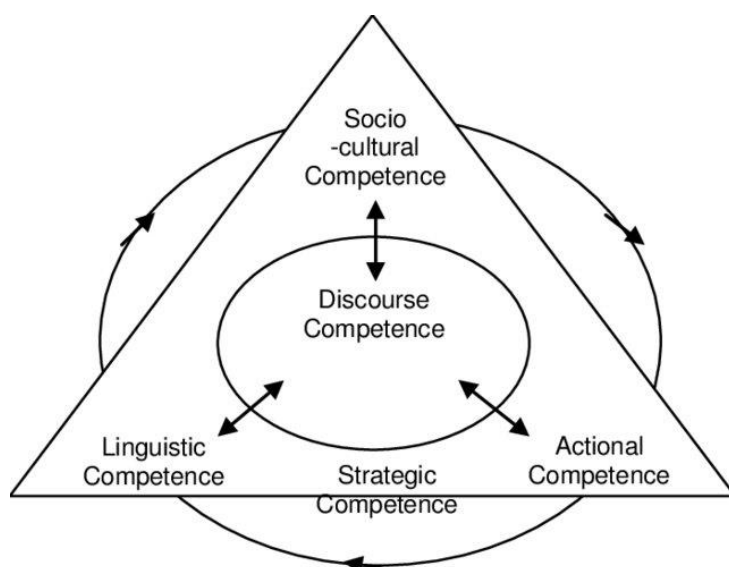


Figure 4. Schematic representation of communicative competence

Source: Celce-Murcia, M. Dörnyei, Z & Thurrel, S, 1995

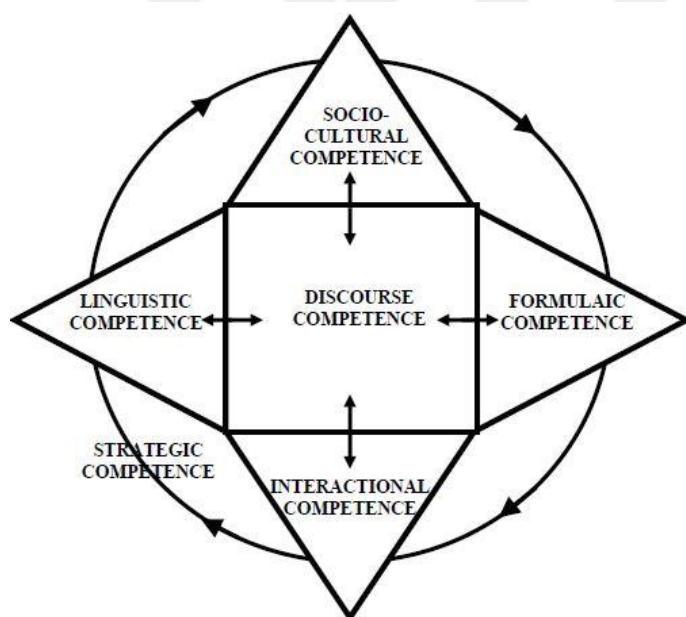


Figure 5. Revised schematic representation of 'communicative competence'

Source: Celce-Murcia, M., 2007

2.4.6. Strategic Competence

Communication strategies and knowing how to use them are conceptualized as strategic competence (Canale & Swain, 1980; Celce-Murcia et al. 1995). Since Canale and Swain, (1980) included strategic competence as a major component in their well-known framework, the significance of strategic competence in communication has been

widely recognized. Until the Canale and Swain (1980)'s model, strategic competence had been discussed and elaborated under sociolinguistic competence. With the updated framework proposed by Canale and Swain (1980), strategic competence was conceptualized as separate from the term sociolinguistic competence and elaborated in its own right. After that, Bachman & Palmer (1996) reconceptualized the strategic competence and called it as "a set of metacognitive components or strategies" (p.70). Furthermore, the role of strategic competence was described as contact among various language competencies (Bachman & Palmer, 1996; Canale & Swain, 1980).

Mariani (2010) notes that learning and utilizing CSs enable a speaker to develop strategic competence. He also highlighted that strategic competence entails a careful elaboration within the context of language use and learning since strategic competence affects various areas of CC.

In contrast with linguistic competence which is static, strategic competence in Celce-Murica et al. (1995)'s framework is conceived as dynamic. The idea is also adopted that strategically competent speakers can compensate for the probable deficiencies that occur in other components of the pyramid during the communication. Thus, strategic competence is illustrated in both models as the surrounding circle facilitating all other competencies in the pyramid to interact with each other (See Figure 4 & 5). Strategic competence also allows a proficient speaker to negotiate the meaning and overcome communication breakdowns during the interaction (Celce-Murcia, 2007; Brown, 2007).

2.5. Communication Strategies

Various definitions of CSs were put forward by many scholars in the field of SLA (Second Language Acquisition) so far. For instance, Corder (1981, 1983) defined CSs as "a systematic technique employed by a speaker to express his [or her] meaning when faced with some difficulty" mostly due to lack of adequate linguistic resources (pp. 103-16), whereas Faerch and Kasper (1983) defined CSs as "potentially conscious plans for solving what to an individual presents itself as a problem in reaching a particular communicative goal" (p.36). Additionally, Stern (1983) called CSs as "techniques of coping with difficulties in communicating in an imperfectly known second language" (p.1983). According to Ellis (1994), learners employ CSs "to overcome the inadequacies of their interlanguage resources" (p. 396). Prominent studies

(Selinker, 1972; Tarone, 1977; Tarone, Cohen & Dumas, 1976; Váradi, 1980) carried out in the 1970s constituted a basis for the study of CSs, which had been considered as a new area of research in applied linguistics back then. In these studies, CSs which were used in L2 communication were introduced and defined, a systematic analysis was made, additionally, and categories and terms of CSs were discussed. Furthermore, Savignon (1972) first attempted to explore student training in CSs in her study, in which she adopted a communicative approach. Much further research (Bialystok, 1990; Cook, 1993; Poullisse, 1987) was also undertaken with regards to the identification and classification of CSs. Besides, a wide range of CSs taxonomies (See Appendix 1, 2) was developed and introduced to the SLA literature by various scholars (Dörnyei & Scott, 1997).

From the perspective of SLA, CSs can be discussed from three different points of view, all of which are related to the problems or difficulties that might occur in communication: Psycholinguistic, interactional, and communication continuity/maintenance (Celce-Murcia et al., 1995). From a psycholinguistic perspective, CSs are conceived as verbal plans adopted by interlocutors to tackle problematic issues in communication such as avoiding and compensating for uncertainty. On the other hand, from an interactional perspective, CSs encompass mainly appeal for help, that is, NoM strategies which speakers employ in cooperation to solve the problems that occur in conversation. Tarone's (1980) definition of CSs is in line with this perspective.

According to Tarone (1980) "tools used in the negotiation of meaning where both interlocutors are attempting to agree as to a communicative goal and a shared enterprise in which both the speaker and the hearer are involved rather than being only the responsibility of the speaker" (p. 140). As of the third one, communication continuity/ maintenance perspective is about "keeping the communication channel open" even when facing difficulty in communication, and this perspective involves thinking and planning alternative ways to communicate effectively (Celce-Murcia et al., 1995, p. 26).

According to CEFR (2001), carrying out communicative tasks entails utilizing CSs, and they can be conceptualized as "problem-orientedness" during communication (Celce-Murcia et al., 1995, p. 27). However, from the perspective of ELF, Mariani (2010) emphasized that CSs should not be considered as a model that compensates the deviation from NES and SE language forms, but rather be seen as an act of utilizing metacognitive principles which allow speakers to exploit their plurilingual repertoires

more flexibly and dynamically Mariani (2010) highlights the prominent features of communication strategies through exemplifying possible interactions in dialogues between native and non-native speakers of the language. One of the features mentioned is that communication strategies are employed to overcome various linguistic, sociolinguistic, pragmatic, or intercultural problems in communication. Both speaker and an interlocuter may play an active role in solving the communication problems by cooperating. To exemplify, the listener may appeal to the speaker for help and the speaker may reformulate, repeat in short, give communicative effort and support in return. Another feature is that communication strategies both can be verbal and non-verbal. Last but not least, overcoming problems by utilizing essential strategies is an ordinary part of communication, and interlocuters manage to keep the conversation going by continually negotiating the meaning. He also emphasized the importance of the culture in language teaching by indicating that when introducing and teaching communication strategies, starting with a speaker's own culture can be an encouraging option (Mariani, 2010, Mauranen, 2006).

According to Kohn (2016), strategic communicative interaction requires students to reflect on their own communicative performance. ELF speakers may prefer to comply with certain linguistic standards and conventions or willing to be accepted as members in a preferred community. To meet such needs, “they activate and creatively stretch the linguistic means of expression at their disposal the way they deem most appropriate” (p.27).

2.6. English as a Lingua Franca (ELF)

Defining the term “English as a lingua franca” (ELF) has been controversial, and various ELF definitions have been put forward in the literature so far. Moreover, the term ELF has been in circulation for the last twenty years as a means of communication in English among speakers who do not share the same first language (Jenkins, 2012). Mauranen (2003) points out that “the English language has established itself as the global lingua franca, that is, a vehicular language spoken by people who do not share a native language” (p.1). In the same vein, Seidholfer (2005) defines ELF “as a way of referring to communication in English between speakers with different first languages.” (p.339). From her perspective, even though NESs are not precluded in ELF talk, Seidholfer (2005) mentions that the majority of ELF talk takes place among NNES. On

the other hand, Firth (1996) defines ELF as “a ‘contact language’ between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication” (p.240). House (1999) defines ELF as “interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue” (p. 74). The NESs were precluded in ELF talk based on these perspectives.

With the spread of English around the world, ELF is an emerging field nowadays which attracts so much attention both from in the field of Applied Linguistics and of ELT (Cogo & Dewey, 2006). As an expanding and dynamic field, ELF ignited discussions concerning various issues such as its identity, scope, and relationship with other disciplines and traditions (Cogo, 2010).

In an attempt to explore the effect of English, British Council (2013) reveals that the total number of English speakers around the world is now over 1.75 billion, and they forecast that the number will have reached two billion by 2020. Among the speakers, roughly one out of every four users of English in the world is a native speaker of the language (Crystal, 2003), which is a proof that non-native English speakers outnumbered the native speakers (Kachru, 2005). For the very reason, it is worth mentioning that English is being shaped at least as much by its non-native speakers as by its native speakers (Seidlhofer, 2011).

As a pioneer on the issue of Global English, a scholar Braj Kachru paved the way for the discussions concerning the role of English today through innovative studies and became an inspiration for many others in the field. The dynamism of highly acknowledged model (See Figure 6) proposed by Kachru (1985) which categorizes English speakers into three circles based on the countries as *Inner* (USA, UK, Ireland, Canada, New Zealand, and Australia), *Outer* (India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, Kenya, Singapore, and over fifty other territories) and *Expanding* (China, Japan, Turkey, Greece, Poland, Russia, and many remaining nations in the world population), was reshaped based on speakers’ language proficiencies such as high and low proficiency (Graddol, 2006).

In this new model (See Figure 7), the *Inner Circle* is conceived as proficient English speakers who achieve “functional nativeness” as opposed to “genetic nativeness” (Kachru, 2005, p. 12). According to the Graddol (2006), English is regarded as not only belonging to *Inner Circle* countries (USA, UK, Ireland, Canada, New Zealand, and Australia) where English functions mostly as a first language but also to

any individual who is a proficient user of this language regardless of his/her bilingual status.

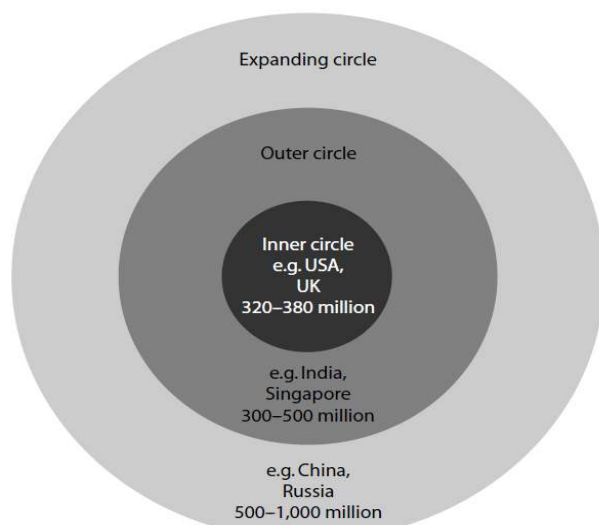


Figure 6.. The “three circles of English”

Source: Kachru, 1985, p. 12

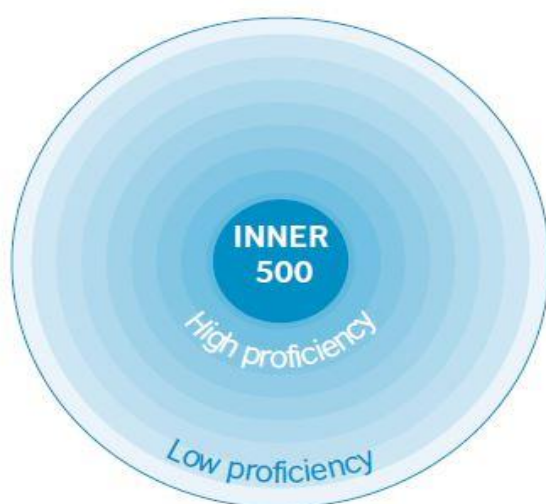


Figure 7. Representing the community of English speakers as including a wide range of proficiencies

Source: Graddol, D, 2006

Since the World Englishes has gained popularity, extensive corpora of L1 varieties of English has emerged. Contrary to expectations, macro-level ELF projects which systematically analyze a wide range of ELT interactions are rather small in number, and the majority of them are still needed to be developed (Cogo & Dewey, 2006). In other words, ELF corpora lags behind the predominant ENL corpora,

probably, due to as Cogo and Dewey (2006) believe that some applied linguistics despite their satisfaction with the spread of the language around the world in terms of its function they are not pleased with the transformation which the English language undergo concerning its form. This transformation is inevitable and should be conceived as a part of language evolution. Moreover, ELF-related studies have gained momentum in the field of ELT, and efforts on developing the issues of ELF is rather promising.

To exemplify, Mauranen's (2003) ELFA, Seidlhofer's (2004) VOICE, and Kirkpatrick's (2010) ACE are some of the more established macro-level aforementioned ELF corpora compiled to explore the nature of ELF systematically. Micro-level studies are also gradually increasing in which ELF interactions are observed, recorded, and analyzed elaborately (Cogo & Dewey, 2006). Along with a great number of the empirical research and related publications in the field of ELF, a journal, *the Journal of English as a Lingua Franca*, was created under the leadership of De Gruyter Mouton. Moreover, since 2008, ELF conferences have continuously been held each year (Archibald, Cogo, and Jenkins, 2011).

Regarding the study, Galloway's (2018) notions of current ELT course-books related to their 'so-called' up-to-date corpora are also worth mentioning (p.469). Galloway (2018) highlighted that the *Cambridge English Corpus* and the *Cambridge Learner Corpus*, recognized as corpora which were created to adopt corpus-based approaches to ELT for the sake of exploring authentic language, unfortunately, show tendency to promote ENL norms rather than ELF norms.

2.7. ELF Pragmatics

Until now, with intent to explore the nature of ELF, a great deal of research are conducted on phonology (e.g., Jenkins, 2000, 2002; Matsumoto, 2011; Levis, 2005) lexis (e.g., Dewey, 2007; Pitzl, 2009, 2012), lexicogrammar (e.g., Seidlhofer, 2004; Cogo and Dewey 2006; Bostancı, 2017; Hülmbauer, 2007; Björkman, 2008), and pragmatics (e.g., House, 2002, 2010; Cogo, 2009, MacKay, 2009), all of which formed the linguistic levels of ELF.

With relation to the study, the pragmatic level of ELF will be explored. To clarify, the present study is based on the interactional perspective of communication strategies, and this perspective is in line with ELF pragmatics in the sense that in both

perspectives, interlocutors cooperatively employ NoM strategies when a communication breakdown occurs.

In the 1990s, ELF communication came into prominence and pragmatic features of English as a medium of intercultural communication became an appealing field of study for scientists. With the new millennium, the interest has gained momentum. A wide range of research was conducted on ELF pragmatics in various parts of the world mostly in Europe and East Asia. The data were mostly gathered from speakers of different mother tongues and linguacultural backgrounds via conversation analysis in different settings (e.g., business, academic, domestic gatherings) and in different ways (e.g., telephone, face to face). The data were obtained from all related ELF studies on pragmatics (e.g., Pitzl, 2005; Cogo & Dewey, 2012), ranging from early to recent ones, concluded that ELF speakers are employing various strategies during the conversation to maintain effective communication (Jenkins, Cogo and Dewey, 2011).

Whereas the early research into ELF pragmatics (e.g. Firth, 1996) concluded that non-native speakers employed 'let it pass' and 'making it normal' strategies so as not to disrupt the flow of the conversation when dealing with non-understandings (pp. 243-245), recent corpus-based studies revealed that ELF speakers employ various NoM strategies in order both to resolve the non-understandings and to avoid misunderstandings in communication (e.g., Kaur, 2011; Deterding, 2013).

Negotiation of meaning (NoM) strategies is defined by Richards and Schmidt (2002) as strategies used by interlocutors to make meaning comprehensible, to achieve mutual understanding, and to avoid misunderstandings and communication breakdowns. The NoM strategies can be considered among the interactional strategies (Dörnyei & Scott, 1997; Celce-Murcia et al., 1995). Utilizing NoM strategies, which are found to be the most frequently used strategies among non-native interactions (Björkman, 2014), is regarded as highly significant to avoid certain communication breakdowns, misunderstandings in the course of a conversation, and to maintain successful and effective communication. To handle difficulties that might occur in communication, interlocutors send signals for negotiation by employing some strategies such as confirmation checks, comprehension checks, and clarification requests. Thanks to these signals, interlocutors feel secure and avoid possible communication breakdowns in the course of interaction. As a result, the flow of the conversation is not affected negatively and interlocutors enable them to establish mutual understanding.

Cogo and Pitzl (2016) elucidated how ELF users deal with non-understandings by indicating that ELF speakers use various implicit and explicit pragmatic strategies to avoid uncertainty in communication. For instance, repetition, clarification, self-repair, and paraphrasing are some of the most common strategies found in ELF talk (e.g., Mauranen, 2006; Watterson, 2008; Cogo, 2009; Kaur, 2009), which are employed among ELF speakers to ensure mutual understanding. Therefore, language learners' awareness of such interactive pragmatic strategies is regarded as crucial for resolving non-understandings in real-life communicative settings (Eslami-Rasekh, 2005). Moreover, several studies conducted which underline the importance of encouraging learners to employ communication strategies to achieve successful ELF interaction (Canagarajah, 2005; Cogo & Dewey, 2012; Dewey, 2012).

2.8. ELF in English Language Teaching

The English language has a long history with the methods that come after one another from the traditional methods such as grammar-translation to the ground-breaking communicative methods in its own right such as CLT. Nevertheless, it has been underlined by McKay (2002) that the worldwide accepted CLT method, due to globalization, fell short of meeting the needs of non-native speakers who consist of the majority of English language users all around the world (Crystal, 2003).

The reason is that the CLT method has been restricted to NES and SE norms, which promote the supremacy of a certain group of people born in inner circle countries such as the USA, the UK, Ireland, Canada, New Zealand, and Australia (Kachru, 1985). Such a group of people has been promoted as the best English language users in the ELT industry for so long, therefore, an understanding has developed as if only they have had a right to decide on the norms and forms of the English language (McKay, 2002). In other words, it dates back to Chomsky (1965) who promoted NES as the only valid source of linguistic data input, which is defined by Widdowson (2012, p.8) as fictional and further indicated that it “fails to capture the experienced reality of language as a means of communication in social contexts.” There was a common assumption that the most effective language users are ones who are genetically native, and functional nativeness was, to a great extent, ignored (Graddol, 2006). Indeed, achieving native-like proficiency was undoubtedly the ultimate goal in ELT until the English as a lingua

France (ELF) has widely been accepted and reshaped the rooted assumptions of ELT in many aspects (Seidlhofer, 2011).

The ELF phenomenon, its related empirical studies, and theoretical perspectives have attempted to look for ways and answers to cater to ELF users' communication needs, who are not from aforementioned inner-circle countries, and paved the way for discussions about prevailing practices and principles of ELT (Canagarajah, 2005). Consequently, the global status of English and the role of NNES in shaping the English language today (Seidlhofer, 2011) have gained a great deal of attention more than ever in ELT conferences and publications, shortly, in the ELT industry (Gray, 2002, 2010).

Although Sifakis (2017) stressed that the ELF phenomenon should not ultimately be regarded as a different way of teaching than EFL, but rather be considered within the frame of EFL, Seidlhofer (2011) indicated that there are significant conceptual distinctions between EFL and ELF. Seidlhofer (2011) and Jenkins (2006) emphasized that SLA researchers regard EFL as dependent on native-speaker norms, and deviations from such norms are perceived as errors that should be avoided so far as possible. Nevertheless, the field of ELF regards the deviations as varieties, and do not promote native speaker norms as long as the deviations do not lead to any major communication breakdowns that may affect intelligibility between/among interlocutors.

Unlike EFL, it should be stressed that ELF is not a method and thus a decision-making mechanism of what should or should not be taught in language classrooms, but rather a reflective journey that autonomous educators critically involve in the process to create a flexible and dynamic learning environment by shifting in norms and models which fit best in learning needs (Dewey, 2012). This issue is addressed by Jenkins et al., (2011) as ELF should not be perceived as an approach intending to surpass existing pedagogies, but rather as an alternative option for language teachers and learners to benefit from in diverse multilingual and multicultural communicative settings. It is also stated by Grazzi (2017) that achieving effective, mutually intelligible communication is one of the major aims of ELF, thus, ELF should be conceived as a variable way of using a language among NNES rather than adhering firmly to rigid codes that can be taught successively as in native-speaker model. According to Jenkins et al., 2011, the goal of ELF researchers is not to provide an alternative model of English or propose a monolithic kind of teaching that can fit in all contexts. Rather, the goal of ELF research is to draw attention to the heterogeneous nature of English. Therefore, ELF researchers' primary aim should be raising awareness of different language models and observing

various authentic language interaction (Jenkins et al., 2011). Moreover, ELF researchers should make their findings feasible for teachers so that the findings can impact on beliefs and attitudes of educators towards ELF.

2.9. ELF-aware Language Pedagogy

The current global role of English is defined by Kemaloglu-Er and Bayyurt (2019b) as complex and widely variable as a result of an increasing number of people from different socio-cultural and linguistic backgrounds using English as a tool to interact with each other in different settings. To frame a better picture of the dynamism and fluidity of English, a need for raising ELF awareness of teachers has been emphasized (Dewey, 2012), which is essential for keeping up to date to learners' rapidly changing needs. (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Lllurda, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). ELF-awareness is defined by Sifakis and Bayyurt (2017) as:

the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom, context, through a continuous process of critical reflection, design, implementation of the ELF construct (p.459).

It is also highlighted by Sifakis (2017) that ELF-awareness does not constitute of any standard, pre-established set of rules for ELF-aware lessons, curriculum, or textbooks. A teacher should be autonomous enough to make the right decision by choosing the most effective teaching practice for their local context and learners' needs. Similarly, Dewey (2012) proposes "a post normative approach" for teachers which had its roots in the early work of Kumaradivelu's (1994) "post method condition", which involves reflective thinking of an educator who is critically interrogating the existing and potential new methods as well as challenging to the concept of method. Dewey (2012) underlines that there is a need for a deliberate act of rethinking not only for understanding and accepting the diversity but also how to incorporate such diversity into the various teaching contexts. Therefore, he identifies a list of objectives for teachers and educators who aim to integrate such diversity into their contexts.

He first draws attention to the investigation of the particular environment and sociocultural contexts where English(es) will be used. Second, he highlights the importance of being exposed to the diverse ways of how English is used globally and stated that while presenting linguistic form alternative appropriate variants of English should also be provided. Third, he emphasized the importance of critically rethinking and evaluating the current global role of English and expanding diversity accordingly. Fourth, the emphasis should be less on native-speaker norms which are less observed in other varieties, and non-native speakers' creativity in forms should not be penalized, rather be embraced, as long as they are intelligible. Last but not least, he underlines the significance of focusing on communicative strategies such as prioritizing accommodation skills.

In line with what Dewey (2012) suggests, based on the pedagogical implications of ELF-aware language education indicated explicitly by Grazi (2017), the role of a language teacher should be a guide and an encourager who enables his or her learners to improve their communicative competence through incorporating effective communication strategies into his/her teaching contexts. Moreover, Jenkins (2006) draws attention to accommodation skills by stating that "instead of speaking a monolithic variety of English, it is considered more important for speakers of WEs and ELF to be able to adjust their speech in order to be intelligible to interlocutors from a wide range of L1 backgrounds, most of whom are not inner circle native speakers." (p.174).

Jenkins et al., (2011) explored the implications for ELF-oriented teaching and how it can be incorporated into the field of ELT. As for pedagogic implications, several prominent areas that ELF involves ranging from the syllabus, teaching materials, approaches, methods to assessment were highlighted. It is also indicated that such areas involve highly extensive implications for ELT. They also highlighted the significance of appreciating and promoting linguistic diversity by adopting a multi-norm and multi-method approach, which is regarded as the only way to move forward methodologically in ELT. As Dewey (2012) puts forward, to be able to explore what implications ELF can offer to ELT, raising teachers' awareness of ELF as a first step is crucial. Because only ELF-aware teachers who are constantly trained and critically triggered to think the approaches in ELT can adapt the course materials from an ELF perspective for their own teaching contexts, thus can lead to a necessary shift to be made in ELT. In line with Dewey (2012), for the inevitable essentiality of teacher training, Bayyurt and

Sifakis (2015a) stated that “For any radical changes in ELT pedagogy to occur, they must first be considered and reflected upon in the mind-sets of individual teachers.” (p.119).

In this regard, first, ELF-aware pedagogy was proposed by Bayyurt and Sifakis, 2013 as cited in Biricik-Deniz, 2017) which aims to integrate ELF into a language pedagogy. The characteristics of ELF-aware teachers in the model are oriented towards learner-generated communication based on some standards, successful communication through intelligibility rather than correction, and modification of course materials by allowing learners to bring their own cultural identity, linguistic resources which is full of dynamism, fluidity, and variability. In the model, blindly imitating NES behavior and following SE norms should be avoided, and necessary adaptations for the course materials should be made accordingly. Moreover, it is suggested in the model that an ELF-aware teacher should embrace a pedagogy where his/her role is to practice differentiation in the classroom by taking into account individual differences and needs.

Afterwards, an ELF/EIL-aware teacher education model was proposed by Bayyurt and Sifakis (2015b). In this model, a detailed framework was provided for ELF researchers who would like to attempt to contribute to the ELF studies. It is highlighted that ELF-aware teachers should be aware of ELF theories and keeping up to date with recent ELF research in the field. Besides, they should be able to construct their own understanding to wisely design or adapt the related course materials based on their own teaching context and the needs of learners. Last but not least, an ELF-aware teacher should reflect on their perceptions critically concerning ELF-related issues, their design, implementation, and evaluation of instructional practices for their context and learners.

As also stated by Bayyurt and Sifakis (2015b), “ELF-aware teachers should become conscious of the need to develop in their learners the capacity to communicate intelligibly with other speakers, despite the inevitable existence of errors.” (p.129). They highlighted rather significant concepts, all of which should be taken into consideration critically by ELF researchers. First, it can be inferred that teachers’ being aware of the needs of their learners is essential to “select and fine-tune the instructional approach that best fits their local context.” (Bayyurt and Sifakis, 2015b, p.130). Second, the issue of intelligibility was drawn attention. It can be stated that ELF-aware pedagogy does not focus primarily on a correction but intelligibility. This pedagogy prioritizes successful communication where speakers’ errors are seen as an inevitable

part of communication, as long as mutual intelligibility is achieved. (Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Llorca, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019).

Even though the ELF-aware teacher education model sounds very exciting for opening new doors to the field of ELT, it is not an easy job to demolish teachers' rooted assumptions of language use. It may be more challenging than it seems in practice. On one hand, one of the findings of the recent study carried out in three culturally different contexts by Bayyurt et al., (2019) revealed that application of ELF-aware pedagogy remained unclear for the teachers in the study even though they were highly aware of the significance of the ELF implementation in ELT classes. On the other hand, studies conducted in a Turkish context revealed very promising results in which the majority of the participants were transformed as ELF-aware teachers (Biricik-Deniz, 2017; Kemaloglu-Er, 2017).

It should, therefore, be noted again that learning needs and context should be taken into consideration when integrating ELF into the ELT syllabus or curriculum (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Llorca, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). For instance, ELF-aware pedagogy may not be implemented in contexts where learners prepare for high-stake exams since the syllabus is particularly native speaker oriented. Incorporating ELF pedagogy into much more flexible contexts where EFL teachers are encouraged to bring diversity into class would be more beneficial for learners. Kuo (2006) also suggested that the decision of which English to learn should be up to the language learners. Her study also revealed the fact that some students who worry about and want to be successful on IELTS or TOEFL exams prefer to learn English through native speaker norms. The reason is that whether or not global examination boards such as Cambridge ESOL, IELTS, and TOEFL are going to take into account of ELF-related issues is not clear yet (Jenkins, 2012), and it seems rather challenging to demolish the common fallacy of the NES ownership of English among global examination boards.

Last but not least, a conceptual framework is defined by Miles and Huberman (1994) as “the current version of the researcher's map of the territory being investigated.” (p.20) Since the study aims to investigate the strategy use among NNS-

NNS in the *Cambridge English Empower* coursebook series through an ELF lens, the concept of ELF awareness and ELF-aware pedagogy served as a map and a conceptual framework in the study to guide my data analysis. (Savin-Baden & Howell-Major, 2013).

2.9. ELF Research in ELT Teaching Materials

Although the current role of English as a lingua franca has been increasingly taking attention by a great number of practitioners, teachers, and students thanks to various awareness-raising ELF studies conducted so far, the inclusion of ELF-related issues in ELT teaching materials is rather ignored, and how ELT coursebooks deal with ELF-aware pedagogy has been greatly underexplored. It has been underlined by a great number of ELF researchers that more empirical research concerning the designing appropriate ELF-aware teaching materials is needed in ELT pedagogy (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Cogo & Pitzl, 2016; Galloway & Rose, 2015; Galloway, 2017, 2018; Grazzi, 2017; Jenkins, 2007, 2012; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Matsuda, 2003; Matsumoto, 2011; Sifakis, 2009, 2017, 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018).

In this respect, several studies were carried out which showed that a majority of so-called authentic ELT course-books adhere firmly to native-speaker norms (Canagarajah, 2005; Galloway & Rose, 2015; Galloway, 2017, 2018; Jenkins, 2012; Tsantila & Georgountzou, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017; 2018).

For instance, Galloway (2018) investigated several well-known ELT course-books series in terms of how ELF reality is integrated and presented to the readers. According to her, in recent years, it has been witnessed that some ELT coursebooks have included sections on the global spread of English by referring globalization and globalized world. Nevertheless, the concept of ELF is by no means mentioned in the ELT course-books. Furthermore, certain claims of the need for exposing students to the use of real-life English are rather ungrounded. In commonly used books in teacher training courses, ELF is mentioned greatly at the superficial level by introducing ELF only as a phenomenon, rather than sparking strong discussions of methods and approaches among language teachers within the ELF research paradigm. It can be stated that ELF-related issues such as linguistic diversity or error correction are highly ignored in all the ELT course-books she examined.

It is also indicated that the recent ELT course-book series includes recordings consisting of so-called NES and NNES dialogues. For instance, the authors of *English for Business Studies* course-book published by Cambridge University Press inform the learners by indicating that NNES' use of English is more common in one's professional life. According to Galloway (2018), this is a rather promising step, however, the post-normative approach (Dewey, 2012) entails more work than simply mentioning today's role of English. Barrot (2015) criticizes the current so-called global course-books as their focus is mostly on linguistic forms and structure, and they adopt teacher-centered pedagogy. What's more, the coursebooks ignore the culture and identity of learners and promote NES norms.

Tomlinson et al., (2001) in their early work investigated eight adult course-books published by major British publishers. Even though it may have been an early time to refer to globalization or the concept of ELF, the findings drew attention to the term and a concept at a surface-level. For instance, it was underlined that although the *Cutting Edge* coursebook series claim to offer authentic, real-life use of English, it only leads students to practice a given language. Moreover, they frequently mentioned a lack of personalizing the learning process "by getting learners to relate topics and texts to their own lives, views, and feelings." (p.96).

Tomlinson and Masuhara (2013a) further investigated five course-books (*The Big Picture*, *Global*, *English Unlimited*, *New Headway* (4th. ed), *Speakout*, *Outcomes*) submitted by British publishers. The findings revealed a "high level of personalization in all the courses, mainly focusing on linguistic accuracy, too much attention given to explicit knowledge of grammar, hardly any real tasks that have an intended outcome other than the practice of language" (p.247). A range of in-depth studies of Tomlinson (2010, 2011, 2012, 2013), a well-known scholar in the field of ELT materials design, has been providing rich and invaluable information to the ELT literature concerning the features of effective ELT materials (Tomlinson et al, 2001; Tomlinson & Masuhara, 2013a, 2013b, 2018). Tomlinson (2010, p.83) proposed a material evaluation checklist and identified that ELT materials should:

- expose the learners to language in authentic use
- help learners to pay attention to features of authentic input
- provide the learners with opportunities to use the target language to achieve communicative purposes

- provide opportunities for outcome feedback
- achieve impact in the sense that they arouse and sustain the learners' curiosity and attention
- stimulate intellectual, aesthetic and emotional involvement

As can be inferred from the studies of Tomlinson (2010, 2011, 2012, 2013), Tomlinson et al, (2001) and Tomlinson & Masuhara (2013a, 2013b, 2018), reconceptualization in ELT materials has been emphasized and various checklists for material evaluation have been provided. They put forward that such studies inform us about “what learners really need in order to become effective communicators in a second or foreign language.” (p.248). However, it can be observed that throughout the evaluation, the role of English as a lingua franca was mentioned at very surface-level. ELF is mentioned only once for the evaluation of the texts in the *Global* course-book as: “...texts include elements of authenticity as well as efforts to provide some authentic texts, for example, quotes, extracts from novels, recording of users of English as a lingua franca (ELF).” (p.235). Furthermore, ELF-related issues were not explicitly investigated, and course materials were evaluated within the SLA context rather than ELF. It should therefore be stressed again that more empirical research concerning the designing appropriate ELF-aware teaching materials is needed in ELT pedagogy (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Cogo & Pitzl, 2016; Galloway & Rose, 2015; Galloway, 2017, 2018; Grazzi, 2017; Jenkins, 2007, 2012; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Matsuda, 2003; Matsumoto, 2011; Sifakis, 2009, 2017, 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018).

Cunnigsworth, (1995) emphasized that when deciding on an appropriate teaching material or a course-book, learners' interests, and needs should be considered, and the selected material and/or a course-book should also be parallel with the objectives of the course. Therefore, it is highly crucial to be selective as educators and be aware of recent research conducted on materials development. Lopriore & Vettorel (2018) put forward that keeping up-to-date with the current developments in teacher education may guide the ELT course-books. Thus, they recommended that it is teachers' and teacher trainers' responsibility to examine the course-books and their additional materials from an ELF perspective so that the teachers and the trainers can be aware of how authentic a language was utilized and how materials present the pluralistic nature of the ELF.

Similarly, Sifakis (2017) emphasized the significance of teacher education programs for promoting ELF-aware materials. It can be stated that the more teachers become aware of the ELF, the more relevant and meaningful ELF-aware course designs they can implement into their teaching contexts (Sifakis, 2009, 2017, 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018).

Tomlinson & Masuhara (2013b) provided universal objectives in designing simulations for materials development courses. The aim of the courses is:

- To provide experience of selected elements of materials development situations in such a way that the participants could develop new awareness and knowledge, could refine existing skills and could develop new skills.
- To provide opportunities to apply theory to practice and to develop theory from practice, too.
- To help the participants to develop principles, criteria and skills for the evaluation, adaptation and development of teaching materials.
- To help the participants to develop original ideas for new approaches to the development of teaching materials.
- To enhance the self-esteem and confidence of the participants.
- To motivate the participants to become enthusiastic and creative materials developers. (p.506)

In this respect, the in-depth study of Tomlinson & Masuhara (2013b) can be taken into consideration by teachers and practitioners who want to develop their own teaching materials based on the local context and learners' needs.

2.10. Related Studies in Global and Local Context

In a global context, ELT course-books were investigated concerning including CSs from an SLA perspective. For instance, Faucette (2001) carried out a study to investigate the inclusion of CSs in nine ELT course-books in addition to eight teachers' resource books and concluded that only a few CSs were found in the examined materials and they are not satisfying. Moreover, an integration of various activities and tasks into ELT materials has been called for. Furthermore, as of a recent study, Kim (2010) explored the aspects of CSs in three student books in addition to their activity

books for the seventh grade in one of the Korean schools. Findings revealed that although several CSs are presented in the books, the remaining important CSs were largely ignored.

There are also studies carried out in a global context, examining the inclusion of CSs into ELT course-books from an ELF-aware perspective (Vettorel & Lopriore, 2013; Vettorel, 2017; Vettorel, 2018). Vettorel & Lupriore (2013) conducted a study on analyzing ten course-books that have been published in Italian secondary schools in the last 6 years. They aimed to explore whether the Italian secondary school course-books are affected by the shift in ELT or not based on the findings of WE and ELF studies in the field. Those course-books were evaluated from various perspectives and the study concluded that “there have been no significant changes in the inclusion of WE- and ELF- oriented materials and related tasks, apart from the area of promotion of cultural and intercultural awareness.” (p.483)

Vettorel (2018) in her further study, drew attention to communication strategies, and investigated ELT materials in Italian upper-secondary schools. Twenty ELT course-books published by Italian and international publishers from the 1990s to 2015s were analyzed and concluded that there is no consistency in the distribution of communication strategies in those course-books by segregating a few interesting cases she encountered during the study. Also, it has been concluded that the role of English today as lingua franca is not represented in the course-books she examined.

In the context of Turkey, to my knowledge, Sariçoban and Can’s (2013) study investigated CSs in ELT course-books. It should be stressed, however, the study was conducted from the perspective of SLA. Thus, there seems to be no research focused particularly on examining CSs in ELT course-books from an ELF-aware perspective.

2.11. Summary

This chapter has attempted to provide an overview of the transition from traditional teaching techniques to more communicative implementations in ELT to frame a better picture of the role of English today that functions as a lingua franca. In this sense, by reviewing prominent concepts and perspectives in the literature, urgent need of implementing ELF-aware pedagogy into language teaching curricula and incorporating authenticity of ELF into ELT materials have been drawn attention.

CHAPTER III

METHODOLOGY

The methodological perspective of the study is introduced in this chapter. Outlining the research paradigm and design is followed by information about the context and participants. Data collection instruments, procedures, and data analysis are further provided. The rationale behind the selection of course-books, content, and related sections are also presented. Finally, the trustworthiness and ethical issues of the study are provided.

3.1. Research Paradigm and Design

Unlike the positivist/post-positivist method which is also known as a scientific method, frequently adopted in quantitative research design, this study adopts social constructionism research paradigm among other philosophical paradigms (e.g. critical social theory, pragmatism, phenomenology, post-modernism, post-structuralism, constructivism) in qualitative research design. Ontologically, social constructionists adopt the idea that reality is socially constructed, and they epistemologically assume that knowledge is constructed or emerges through dialogues and negotiations. The objective of social constructionism is to make sense of shared and co-constructed realities where the knowledge and the knower are interconnected in terms of experience, language, culture, context, and history. In the present study, touching upon and exploring social reality is aimed through evaluation, which cannot be regarded as independent of individuals' conception of the world where they make and experience meaning together (Savin-Baden & Howell-Major, 2013).

As for the study's design, a qualitative research design was adopted as appropriate since the study does not aim to search for a cause-effect relationship, measuring the objective reality or developing, verifying and confirming any universal theories, but rather it aims to delve into how people interpret the meaning or construct a meaning for a particular situation.

In contrast with quantitative methods, qualitative methods are descriptive (Mackey & Gass, 2005). Moreover, the present study is not an outcome but is process-oriented since the researcher's concern is not to generalize or present measurable results to the readers.

Among various research approaches in qualitative research design, a single case study was deemed appropriate to the research problem and the purpose of the present study since it allows a more in-depth analysis of the case. It can be noted that researchers may attempt to take various decisions before they conduct a case study such as having a clear purpose, choosing a disciplinary norm, and a research approach that will best serve the purpose of the study (Creswell, 2007). These three different categories (purpose, discipline, research approach) are highly interrelated and cannot be separated (Savin-Baden & Howell-Major, 2013). Thus, the present study undertakes an evaluative educational study with a pragmatic approach since it best serves the purpose and the research questions of the study (See Figure 8).

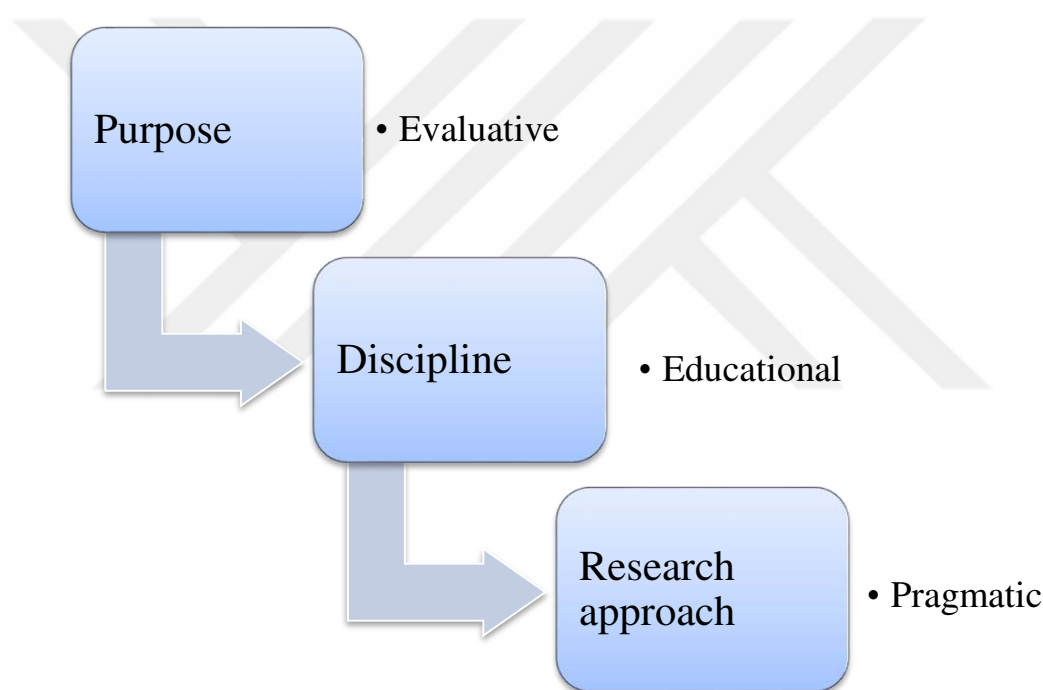


Figure 8. Case study design of the present study

The data of the study, whose aim is to provide an in-depth understanding of the ELF-aware strategy use by shedding light on how NoM strategies are incorporated into ELT course-books, were collected through two sources of information; a) 33 Turkish EFL instructors' perceptions and practices towards NoM strategies, b) 8 ELT course-books' approach to deal with the inclusion and the presentation of NoM strategies from an ELF-aware perspective. In the study, the purposeful sampling method was adopted which is considered as one of the prevalent methods in qualitative research. (Creswell, 2012).

3.2. Context and Participants of the Research

The present study was conducted at a school of foreign languages of a foundation university, Çağ University, located in a district of Turkey in the fall term of 2018-2019 Academic Year. The university was founded as an English-medium university and the great majority of courses are delivered in English at the faculties. Thus, the mission of the School of Foreign Languages at the university is to provide sufficient English language education to incoming students so that they can follow the courses taught in English in their related departments. The students who enroll at the university have to take one year of compulsory English preparatory education.

At the beginning of every Academic Year, a language proficiency exam is conducted to the students who may have an opportunity to pass the preparation year. Put it differently, for this exam, the students who get a minimum grade of 70 are exempted from the compulsory English preparatory education and commence their education at their faculties as freshmen.

The Proficiency Exam, prepared by the foreign language school, consists of listening, structure, reading, vocabulary, and writing. After the Proficiency Exam, a Placement Test is administered to the students. The students who fail or do not take the Proficiency Exam have to sit for the Placement Test. This test is designed to determine the students' English levels. Based on the results, the students are divided into three different level groups such as beginner, elementary, and pre-intermediate. After that, students begin their education at the School of Foreign Languages.

The School of Foreign Languages has a total number of 48 EFL instructors including 33 EFL instructors from Turkey, and 15 from different parts of the world, and uses the most up-to-date teaching materials in Europe. Detailed information is going to be provided regarding the teaching materials used at the school further in the study.

The 33 Turkish EFL instructors who use *Cambridge English Empower* course-books constituted the study's sample and they were purposefully selected. The remaining 15 EFL instructors are predominantly from other countries and work at the same university as foreign language instructors who teach "Listening and Speaking" and "Reading and Writing" courses. These foreign language instructors were excluded from the study since the course-books they teach belong to different series of the same publishing house. Therefore, these course-books are not included in the scope of the study. Otherwise, the data would be too broad to manage by the researcher. In other

words, narrowing down the data for the analysis, and focusing on particular course-book series in this context help the researcher establish a better and in-depth understanding of the case.

The age range of these 33 Turkish EFL instructors is between 20-50. They speak Turkish as their native language and have been using English as a medium of instruction in their classes. The number of female Turkish instructors (n=30) outnumber the male Turkish instructors (n=3). As for their educational background, the majority of the EFL instructors are ELT majors and have experience in teaching for more than eight years. As for professional development, almost half of the EFL instructors are enrolled in Master's programs while a few of them are enrolled in doctoral degree programs. Additionally, most of the EFL instructors teach beginner classes whereas only a few EFL instructors (n=9) teach elementary and pre-intermediate classes. The reason for this is that the number of elementary and pre-intermediate classes each year depends on the number of students and their achievements on the placement test.

The demographic information of the 33 Turkish EFL instructors, constituted the samples of the study were presented in Table 1 below in detail:

Table 1.

Demographic Information of the EFL instructors

Variables	Number	Valid Percent (%)
Gender		
Male	3	9.1
Female	30	90.9
Age (years)		
20- 30	15	45.5
31- 40	16	48.5
41- 50	2	6.1
Teaching Experience		
<2	7	21.2
3-4	5	15.2
5-7	4	12.1
>8	17	51.5
BA Degree		
English Language Teaching	23	69.7
English Language and Literature / American Culture and Literature	9	27.3
Translation and Interpretation	1	3.0
Qualifications		
Bachelor's	14	42.4
Master's	15	45.5
Doctorate	4	12.1
Groups		
Beginner	24	72.7
Elementary	6	18.2
Pre-Intermediate	3	9.1

3.3. Data Collection Instruments and Procedures

This study involves two phases. The first phase aimed to answer the first research question whereas the second phase aimed to answer the second and third research questions of the present study. Based on the aims of the research and its questions, the data collection instruments, and how the data analysis were conducted are presented in detail in Table 2 below.

Table 2.

Research Questions, Data Collection Instruments, and Data Analysis

Research Questions	Instruments	Data Analysis
RQ1. What are the EFL instructors' perceptions related to their practices towards the negotiation of meaning strategies in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?	Open-ended questionnaire	Thematic analysis SPSS Microsoft Excel
RQ2. What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?	Checklist (Hartono, 2017)	Content analysis Microsoft Excel
RQ3. Are negotiation of meaning strategies presented from an ELF-aware perspective in the audio and audio-visual materials in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?	Checklist (Ollinger, 2012)	Content analysis Microsoft Excel

3.3.1. Open-ended Questionnaire

In the first phase, the ELF instructors' perceptions and practices were obtained via an open-ended questionnaire. The questionnaire (see Appendix 8) was administered to 33 EFL instructors at the end of the academic term. The reason for selecting this period is that the instructors would have covered all levels of course-books by then, and would be able to establish a better understanding of how effective the course-books are in terms of inclusion and teachability of NoM strategies. Additionally, the open-ended questionnaire was favored as it allows participants to express themselves in a more flexible way than a closed-ended one (Mackey & Gass, 2005).

The open-ended questionnaire used in the study consists of three major parts. The first part aims to obtain the necessary background information of the Turkish EFL instructors whereas the second part aims to shed light on the instructors' awareness and knowledge on the NoM strategies. Finally, the third part aims to unfold the instructors'

teaching practices and perceptions on the NoM strategies in the *Cambridge English Empower*. In this part of the questionnaire, the language preference option, as either Turkish or English, was provided to the EFL instructors so that the instructors could express their ideas in the way that they feel comfortable.

Before the questionnaire was administered, a piloting study was conducted with five colleagues to avoid bias or any potential ambiguity, and necessary amendments were made accordingly. For the first draft of the questionnaire, minor mechanical mistakes were eliminated, and the necessary modifications were made to avoid misunderstandings. Moreover, some vagueness in understanding the strategies was indicated by several instructors. Therefore, an adapted table by Mariani (2010), was included in the questionnaire since it provides guidance to frame what is meant by NoM strategies through sample dialogues and various expressions. As a further step, a definition of NoM strategies by Richards and Schmidt (2002) was added at the top of the table for clarification (see Appendix 8). As a final step, two experts' opinions were taken, and the last version of the questionnaire was formed.

3.3.2. Checklists

To seek answers to the second and the third research questions, two different checklists were utilized in the evaluation of the *Cambridge English Empower*. According to Guo (2015), there is a need for effective course-book evaluation checklists based on empirical studies, rather than solely depend on experts' own experiences. Thus, Ollinger's (2012) empirical study was taken into account in preparing the first checklist, which aimed to find answers for the third research question. The findings of her study, based on the various conversations between/among non-native speakers of English, served as a guide for in-depth analysis of the dialogues between/among NNES in *Cambridge English Empower*. These findings played a crucial role in evaluating *Cambridge English Empower* in the study in terms of making the evaluation process much more systematic and comprehensive. During the evaluation, the same tool was employed in the analysis of the dialogues for all levels of *Cambridge English Empower*.

To prepare the second checklist, and to answer the second research question of the study, a list of various tasks and activities stimulating the NoM strategies based on Hartono's (2017) study were initially examined and later adapted for the study. These tasks and activities are highlighted by Hartono (2017) as such:

“Common communicative tasks may include information gap tasks, jigsaw tasks, decision-making tasks, problem-solving tasks, and opinion exchange tasks. It is probable that different task types will yield different amounts of meaning negotiation. The majority of the studies employed various task types such as role-play tasks, picture-based comparison, picture drawing tasks, decision-making task, conversation, game, jigsaw, a matching task, shared-information tasks, storytelling tasks, and free discussion activities. Such tasks have been found to generate more opportunities for learners to negotiate.” (Hartono, 2017, p.3).

All these tasks highlighted in Hartono’s (2017) study can be considered as codes in the present study. In other words, all these codes consist of the items for a checklist to evaluate the tasks and activities in *Cambridge English Empower*. After the experts’ opinions in the field were solicited for some modifications, several codes were subsumed under only one code. For instance, “conversation, game, jigsaw, a matching task, shared-information tasks, free discussion activities” were all evaluated under the “opinion-exchange” code in the study. Concordantly, a checklist consisting of a total of eight pre-selected communicative tasks and activities based on the Hartono’s (2017) study was applied to all levels of *Cambridge English Empower* (A1, A2, B1, B1+). The evaluation was made unit by unit to establish a better understanding of the present research.

Additionally, to ensure the trustworthiness of the checklists utilized in the present study, *Peer debriefing* and *Inquiry Audit* techniques were applied to minimize possible misunderstandings and misinterpretations (Lincoln & Guba, 1985). Before the checklists were applied to the study, they were revised based on the feedback provided by an external researcher as well as two other experts in the field concerning the purpose of the study.

3.4. Data Analysis

In the first phase of the study, the data is administered open-ended questionnaire was examined through inductive thematic analysis. Such kind of thematic analysis is data-driven and is not concerned with fitting the emergent data into a pre-existing coding frame. Braun and Clarke (2006) highlighted a wide range of benefits of conducting thematic analysis such as:

- Flexibility.
- A relatively easy and quick method to learn, and do.
- Accessible to researchers with little or no experience of qualitative research.
- Results are generally accessible to the educated general public.
- A useful method for working within the participatory research paradigm, with participants as collaborators.
- Can usefully summarise key features of a large body of data, and/or offer a thick description“ of the data set.
- It can highlight similarities *and* differences across the data set.
- It can generate unanticipated insights.
- It allows for social as well as psychological interpretations of data.
- It can be useful for producing qualitative analyses suited to informing policy development (p.37).

For the thematic analysis of the study, Braun and Clarke’s (2006) six-phase guide was followed step-by-step. Moreover, a detailed checklist designed by Braun and Clarke (2006) to conduct an effective thematic analysis was taken into account in the present study (see Appendix 3).

During the coding process of thematic analysis, Microsoft Excel software was used to gather the data systematically. Additionally, data from some parts of the open-ended questionnaire were gathered through SPSS (Statistical Package for Social Sciences) 22.0 software program to make the process more practical for the analysis.

In the second phase of the study, the data obtained from the evaluation of the *Cambridge English Empower* (A1, A2, B1, B1+). There are macro and micro-level course-book or material evaluation approaches in the literature. While the macro-level evaluation approach enables teachers/researchers to evaluate course-books from an overall perspective based on the needs identified, the micro-level evaluation approach enables teachers/researchers to conduct in-depth analysis for specific tasks for specific groups of students and aims to detect curable parts of the design of the tasks that may be improved (Ellis, 1997). In light of this information, the present study adopts the micro-level material evaluation approach and Ellis’s (1997) retrospective material evaluation model for the evaluation of *Cambridge English Empower*. The seven followed steps of

the model and the six steps of Braun and Clarke's (2006) model, mentioned previously, are depicted in Table 3 below.

Table 3.

Models for Course-books Evaluation and Thematic Analysis

Ellis's Model (1997)	Braun & Clarke's Model (2006)
Step 1. Choosing a task to evaluate	Step 1: Familiarising yourself with your data
Step 2. Describing the task	Step 2: Generating initial codes
Step 3. Planning the evaluation	Step 3: Searching for themes
Step 4. Collecting the information for the evaluation	Step 4: Reviewing themes
Step 5. Analyzing the information	Step 5: Defining and naming themes
Step 6. Reaching conclusions and making recommendations	Step 6: Producing the report (pp. 16-23).
Step 7. Writing the report. (p.237)	

Data obtained from the coursebook evaluation in the second phase was analyzed through content analysis. During the coding process, Microsoft Excel software was used to gather the data systematically and to make the process more practical for the analysis.

3.5. Course-book Selection, Content and Examined Sections

In the School of Foreign Languages, there are two different course-book series (*Cambridge English Empower*, *Prism*) are used. These course-book series are published by the same publishing house, Cambridge University Press. *Prism* is skill-based and specifically used for teaching both receptive and productive language skills such as listening, reading and speaking, writing. However, in the present study, *Cambridge English Empower* was evaluated in depth. The reason for this choice is that the students at the School of Foreign Languages are far more exposed to *Cambridge English Empower* (up to 30 hours) than *Prism* (up to 10 hours).

Furthermore, *Cambridge English Empower* involves more interactive tasks and activities when compared to the *Prism* course-book series. Additionally, it should be noted that *Cambridge English Empower* aims at teaching and helping students acquire both receptive and productive skills as well as reinforcing the grammar.

Cambridge English Empower has six different books ranging from starter to advanced levels (A1, A2, B1, B1+, B2, C1 as specified by CEFR). However, only four of them are being used in the School of Foreign Languages. Put it differently, B2 and C1 level course-books are not preferred to be used due to time restriction. In the School of Foreign Languages, beginner level students commence the first semester with A1, elementary level students with A2, and pre-intermediate level students with B1 level course-books. They all are expected to reach B1+ level by the end of the Academic year. In other words, a common goal set for each class in the School of Foreign Languages is to help students reach the intermediate level by the end of the year successfully.

In the present study, there are a total of eight course-books (A1, A2, B1, B1+) actively used in the School of Foreign Language were evaluated including both Student's and Teacher's Books. The detailed information about the course-books examined in the School of Foreign Language is provided in Table 4 below.

Table 4.

List of the Course-books Examined in the Study

Authors	Title	Publication Year	Publisher
Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	Empower A1 (Student's Book)	2015	Cambridge University Press
Rachel Godfrey, Julian Oakley, Wayne Rimmer	Empower A1 (Teacher's Book)	2015	Cambridge University Press
Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	Empower A2 (Student's Book)	2015	Cambridge University Press
Tim Foster, Ruth Gairns, Stuart Redman, Wayne Rimmer	Empower A2 (Teacher's Book)	2015	Cambridge University Press
Adrian Doff, Craig Thaine, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones	Empower B1 (Student's Book)	2015	Cambridge University Press
Lynda Edwards, Ruth Gairns, Stuart Redman, Wayne Rimmer	Empower B1 (Teacher's Book)	2015	Cambridge University Press
Adrian Doff, Craig Thaine, Herbert Puchta, Peter Lewis-Jones, Jeff Stranks	Empower B1+ (Student's Book)	2015	Cambridge University Press
Rachel Godfrey, Ruth Gairns, Stuart Redman, Wayne Rimmer	Empower B1+ (Teacher's Book)	2015	Cambridge University Press

It should be noted that there are a total of 12 units in A1, A2, and B1 levels of *Cambridge English Empower* whereas B1+ level book has 10 units. Furthermore, each unit in the A1 level consists of three lessons (A, B, C) whereas units in the A2, B1, B1+ levels include four lessons (A, B, C, D). In *Cambridge English Empower*, each lesson has a different objective. For instance, the “A” and “B” lessons reinforce the grammar and vocabulary most by involving receptive and productive skills while the “C” lesson itself focuses on expressions and phrases that are used in daily communication. The “D” lesson mostly focuses on writing skills that are integrated with mixed-skills lessons.

In order to establish a better understanding on the part of the reader, the sections which were evaluated in *the Cambridge English Empower* by addressing related research questions (3, 2) are illustrated in Table 5 and 6 as follows:

Table 5.

Course-books and Sections Examined

Course-books Examined	Sections Examined
<i>Cambridge English Empower</i> Student's Book (A1, A2, B1, B1+)	Audio scripts
	Communication Plus
	Getting Started
	Everyday English (Lesson C)
<i>Cambridge English Empower</i> Teacher's Book (A1, A2, B1, B1+)	Photocopiable Activities

Table 6.

Sections Examined and Related Research Questions

Sections Examined	Research Question
Audio scripts	Are negotiation of meaning strategies presented from an ELF-aware perspective in the audio and audio-visual materials in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?
Communication Plus	What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?
Getting Started	What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?
Everyday English (Lesson C)	What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?
Photocopiable Activities	What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in <i>Cambridge English Empower</i> (A1, A2, B1, B1+)?

The sections of the *Cambridge English Empower* indicated above were carefully chosen for evaluating the spoken outcomes based on the aims and the claims put forward by the *Cambridge English Empower* authors. To exemplify, *Cambridge English Empower* claims that “Getting Started” aims at helping learners get engaged from the very beginning of each unit. One of the ways is to do that is to provide short speaking activities that prompt a personal response, and to lead to longer-lasting learning as well as a sense of ownership. Moreover, it is claimed that “each A and B lessons ends with a practical spoken outcome so learners can use language immediately.” (Foster et al., 2015, p.11). For this very reason, the *Communication Plus* section was also taken into account in the evaluation (see Appendix 9, 10).

It is also claimed by the *Cambridge English Empower* writers that the “C” lesson of each unit aims at helping learners prepare for effective real-world spoken communication. It is also further claimed that a comprehensive approach was adopted for speaking skills, and each C lesson of the course-book ends with a practical spoken outcome (see Appendix 11). Thus, C lessons of the *Cambridge English Empower* were selected to be analyzed in-depth. As for the C lesson in each unit, the course-book claims to focus on several different elements such as:

- Useful Language – focusing on the functional and situational language that is most relevant to learners’ needs, and manageable within the target level
- Pronunciation – focusing on intelligibility and covering many aspects of phonology and the characteristics of natural speech, from individual sounds to extended utterances.
- Conversation Skills – speaking strategies and sub-skills, the ‘polish’ that helps learners to become more effective communicators (Foster et al., 2015, p.6).
- It is also claimed that “there is a substantial speaking task in each “Everyday English” lesson that provides learners with an opportunity to activate both of these elements. This comprehensive approach ensures that speaking skills are actively developed, not just practiced” (Foster et al., 2015, p.6).

The key elements that *Cambridge English Empower* claims to focus on vary depending on the level. The key elements are shown in detail in Table 7 below.

Table 7.

Key Elements of C Lesson - Everyday English

Key Elements	Course-book Levels
Useful Language	A1, A2, B1, B1+
Pronunciation	A1, A2, B1, B1+
Conversation Skills	A2, B1, B1+

As for the photocopiable activities, the pronunciation section and its related activities were all excluded from the study since they are beyond the scope of the study. In this phase of the study, the overviews provided in the course-books were examined, and this guided and helped the researcher to gain a better understanding of the types of activities and tasks in the prescribed course-books. Besides, the “find the differences” and “talking about the pictures” activities were named and evaluated under the category of “picture comparison” in the checklist which was formed based on Hartono’s (2017) study.

3.6. The trustworthiness of the study

To ensure the trustworthiness in a qualitative study, a series of techniques such as credibility, transferability, dependability, and conformability should be established (Lincoln & Guba, 1985). The combination of credibility, dependability, and conformability was used to serve the purpose of the study. Transferability could not be applied due to the conclusions drawn in the present study are not transferable to other times, contexts, and participants, in short, to a wider population.

For enhancing the credibility of the present study, the *triangulation* method was used which includes various types (theoretical, investigator, methodological) identified by Mackey and Gass (2005) to triangulate the data. In the present study, the methodological triangulation was applied by utilizing various data collection tools throughout the study such as open-ended questionnaires and checklists.

Additionally, the researcher applied a *peer debriefing* strategy to develop a deeper understanding of the case and to enhance credibility. In this regard, the researcher asked two different colleagues to guide her in two different phases of the study in turn. The reason for selecting two colleagues was due to the colleagues’ intensive teaching program at the institution where the data was collected. Therefore, the researcher did not want to lose the colleagues’ motivation towards such an elaborate

study by putting so much responsibility on them. One of the colleagues helped the researcher during the first phase of the study to minimize misinterpretations where coding was made based on the various interpretations of the instructors in the open-ended questionnaire. The same colleague also took part in the piloting study and gave valuable feedback which increased the validity and reliability of the study. Another colleague helped the researcher out during the second phase of the study where the content analysis was made by making use of checklists so as to eliminate possible researcher biases and assumptions in course-book evaluation. Similar to the first colleague, the second colleague also actively participated in the piloting study and gave effective feedback.

Another strategy applied to enhance credibility was *prolonged engagement*, which refers to the researcher's making herself familiar with the components of the study such as participants and the settings of the study for a long period. In this regard, the researcher's conducting the present study at the institution at which she has been working for almost 5 years helped her in various aspects. She also knows the culture and the social setting of the institution where she has met so many members, all of whom consisted of the participants of the study, and has found an opportunity to develop good relationships and rapport with them. Furthermore, the researcher is highly familiar with the course-book series she investigated in the present study since she is one the instructors who has been using *Cambridge English Empower* as an ELT material at the same institution along with the other participants of the study.

To ensure dependability in the study *Inquiry Audit* technique was used. The supervisor of the thesis as an external researcher monitored and examined the process and the product of the study, by sharing her perspectives and by providing constructive feedback for every single step taken.

The last but not the least, to establish conformability, *Audit trails* were developed and used to eliminate biases by keeping a record of the research process. *Audit trails* ensure that necessary steps were taken throughout the study and the findings are the consequences of the experiences as well as viewpoints of the EFL instructors, rather than the researcher's assumptions or preferences. In this regard, techniques provided by Helpert (1983) were utilized such as including raw data and documents, summaries, the structure of categories, methodological notes, inquiry proposals, and pilot forms.

3.7. Ethical Issues

Ethical issues were considered throughout the study. Before implementing the first phase of the study, all necessary permissions were secured by the head of the Foreign School of Languages. After the approval of the institution, an informed consent form, attached to the front page of an open-ended questionnaire, was given to the EFL instructors. The objectives, as well as the approximate timing of the study, were provided, and EFL instructors were asked whether they would volunteer to take part in the study. All EFL instructors agreed on participating in the study. Moreover, other ethical issues were taken into account such as confidentiality of identity, participation, and choice of quitting the study any time desired.

As for the course-book evaluation procedure which was a second phase of the study, an email is sent to secure the necessary permission from the Cambridge University Press (see Appendix 4). Moreover, confirmation about the origins of the characters is also attempted to receive from the publishing house through an email. (see Appendix 5).

Last but not least, necessary approvals were taken from the researchers (Ollinger, 2012; Hartono, 2017) through social media and an email, whose studies' findings guided the whole process of investigating *Cambridge English Empower* (see Appendix 6, 7).

3.8. Summary

This chapter has provided an in-depth exploration of the methodological stances of the study. The rationale behind the adoption of qualitative research design, and embracing an evaluative educational study with pragmatic approach have been explained. The data collection instruments, data analysis procedures, the selection of course-books, content, and related sections have been described and provided. The chapter has finally presented how the trustworthiness of the study has been realized and what ethical considerations have been taken into account.

CHAPTER IV

FINDINGS

This chapter aims to present the findings of the study in detail and comprehensively by reference to the research questions. In the first phase, the data about the perceptions and practices of the instructors obtained through an open-ended questionnaire were analyzed via thematic analysis. In the second phase, the course-book series were evaluated through checklists and analyzed via content analysis. Throughout the chapter, the findings are exemplified and supported by excerpts taken both from the open-ended questionnaire and the course-books.

4.1. Findings of the Open-Ended Questionnaire

This section aims to seek an answer to the research question below by addressing the statements provided in the questionnaire to explore the EFL instructors' ideas and perceptions on various issues.

RQ1. What are the EFL instructors' perceptions related to their practices towards the negotiation of meaning strategies in Cambridge English Empower (A1, A2, B1, B1+)?

Based on the findings, the majority of the EFL instructors (81,8%) indicated that they had heard the NoM strategies before. However, a small number of EFL instructors (30,3%) expressed that they knew what these strategies are. This result was predictable, and just in case of any probable lack of information, the researcher included an adapted table of Mariani (2010) into a questionnaire. (see Appendix 8) In this way, the EFL instructors were allowed to revise or be informed about NoM strategies to be able to establish a better understanding and express their ideas more effectively in the further section of the questionnaire.

4.1.1. Findings Related to the Teaching Context

Statement 1. It is necessary to teach the negotiation of meaning strategies to students in English language classes.

Findings revealed that all of the EFL instructors in the study agreed on the statement above given in the questionnaire. They all believe in the significance of teaching NoM strategies in English language classes. The EFL instructors expressed

various opinions by indicating a wide range of benefits of teaching NoM strategies, which are presented as themes and subthemes in Table 8 below.

Table 8.

EFL instructors' Perceptions About the Significance of Teaching NoM Strategies

Themes	Subthemes
Effective communication	Avoiding communication breakdowns and misunderstandings
	Eliminating uncertainty
	Overcoming difficulty in understanding
	Establishing mutual understanding
Becoming global	Understanding people from all over the world
Efficient language user	Improving language skills
	Being fluent when speaking
	Getting more confident in using a language

As shown in Table 8, there are three main themes emerged in terms of the significance of teaching NoM strategies in English language classes. First theme; *Effective communication* shows that the majority of the Turkish EFL instructors are convinced that these strategies play a crucial role in communication, and several roles indicated by the instructors were categorized into subthemes.

“With the use of these strategies, students feel more relaxed. Moreover, they can avoid misunderstandings and communication breakdowns.” (P-7)

“They need to learn these strategies because they can express themselves when they don’t understand or the meaning is not clear for them.” (P-16)

Another theme emerging was *Becoming global* which is indicated by one participant as follows:

“When students learn how to negotiate the meaning in English, they will be able to communicate with people from different cultures easily.” (P-23)

The third theme was about the *Efficient language user* which includes various subthemes ranging from fluency to confidence. It is believed by EFL instructors that when students achieve utilizing these strategies in English, they become more fluent in English. Moreover, they gain confidence in expressing themselves and even overcome

language barriers easily both for real- and academic life. The following excerpts support this disposition.

“These strategies help my students gain confidence and actively participate in the lesson. Also, they help students clarify their teachers’ comments and instructions.” (P-3)

“I believe these strategies help English learners become more fluent and help them improve their language skills.” (P-22)

“Students will need these strategies for their educational lives.” (P-4)

Statement 2. I explicitly and purposefully teach my students the negotiation of meaning strategies and expect my students to use these strategies in-class activities.

Findings revealed that the majority of the EFL instructors (81,8%) agreed on the statement above given in the questionnaire while a small number of EFL instructors (18,2%) disagreed. The EFL instructors expressed a variety of ideas for this issue, all of which are shown in Table 9 below.

Table 9.

EFL instructors’ Perceptions of Explicit Teaching of NoM Strategies

Themes	Subthemes
Teaching Style- Explicit teaching	Not extensively Learners’ needs
Teacher’s Role and Practice- Encouragement	Guiding when students seek understanding Encouraging students to communicate in English as much as possible Using the strategies in gap-filling or speaking activities
Teacher’s Role and Practice- Preparing students for The real-world	Raising awareness of using these strategies for maintaining communication The expectation for the use of strategies to apply real-world
Teaching Style - Implicit teaching	Learners’ own discovery Using the strategies indirectly

As it is illustrated in Table 9, four main themes emerged concerning the way of strategy teaching and instructors’ expectations in class. The first three themes were categorized based on the responses that show agreement, and the last theme was

categorized based on the responses that show disagreement with the statement. There are two main themes emerged which are *Teaching Style* and *Teacher's Role and Practice*. The themes *Encouragement* and *Preparing students for a real-world* were subcategorized under the theme of *Teacher's Role and Practice*, first theme *Explicit teaching* and the last theme *Implicit teaching* were subcategorized under the theme of *Teaching Style*.

The majority of the Turkish EFL instructors indicated they explicitly teach these strategies in class, thus *Explicit teaching* emerged as a first theme. However, several EFL instructors stated that they do not teach these strategies extensively, but rather in a limited way depending on the students' varying needs in class.

"I think teaching these strategies is very important. However, I teach enough about the needs of my students." (P-4)

"I try to explain only when my students need it." (P-28)

The second theme was *Encouragement* which shows that Turkish EFL instructors put a great deal of effort into making their learners communicate in a target language. Thus, they show full support and encouragement for making them negotiate the meaning to maintain effective communication. The following excerpts support this disposition.

"I try to guide my students when they face any problem during communication." (P-16)

"Although my students usually prefer to overcome communication problems in Turkish first, I always encourage them to negotiate in English in class." (P-2)

The third theme was *Preparing students for the real-world*, and the theme shows that preparing the students for real-life communication was a concern for the Turkish EFL instructors.

"These strategies are used in real-life communication a lot. So, I want to prepare my students for this." (P-5)

"We as teachers should at least raise awareness in a class of how and when to use these strategies." (P-12)

The last theme *Implicit teaching* depicts that some EFL instructors are in favor of the implicit way of teaching, and expect learners to discover the expressions on their own by modeling the strategies in the class without giving any instruction directly.

"I want my students to be exposed to these strategies, and expect them to discover these strategies unconsciously while using the target language." (P-30)

“Because I try to help the learners discover the target language on their own, there is no use in giving so many details about the negotiation of meaning strategies.” (P-1)

“It is a necessary part of communication. So, my students are using these strategies consequently.” (P-15)

Statement 3. My students can readily apply the negotiation of meaning strategies in-class activities and discussions in English.

Findings revealed that almost half of the EFL instructors (57,6%) agreed on the statement above given in the questionnaire while some EFL instructors (21,2%) disagreed. However, several Turkish EFL instructors (21,2%) were indecisive and elaborated on the issue from both perspectives. The instructors expressed their opinions on the issue which are shown in Table 10 below.

Table 10.

EFL instructors' Perceptions about the Students' Performance in Practicing NoM Strategies

Themes	Subthemes
Motivation	Foreign teacher (Extrinsic)
	Teachers' Role - warning or/and encouragement (Extrinsic)
	Using when there is a need (Intrinsic)
Progress Over Time	Awareness
Language Level	Doing their best (beginner level)
	Restricted to some students
	Resorting to L1

As depicted in Table 10 above, there are three main themes emerged in terms of students utilizing NoM strategies in-class activities and discussions in English. The excerpts show that EFL instructors touched upon various points related to the issue.

The *motivation* was the first theme emerged from the data. A variety of perspectives related to both extrinsic and intrinsic motivation were mentioned by the EFL instructors.

“I try to encourage my students, but they usually prefer to speak in English with a foreign teacher, so they do not often use these strategies in English in my class. (P-19)

“I really would love to agree with this statement, but my students usually express themselves in Turkish and I always have to warn them by saying “in English, please”. After that, they start using the strategies.” (P-24)

“I think the teachers’ role here is very important. If a teacher creates a friendly atmosphere and encourages pair or group work in class, students can use these strategies much easier.” (P-3)

“I think the teacher should use these strategies first to model the students.” (P-15)

Second theme *Progress over Time* shows that the instructors appreciate the time that learning takes.

“As we make a lot of discussion activities in class, my students have learned how and when to use negotiation of meaning strategies in time.” (P-11)

“Productivity requires some time and awareness. So, we as teachers have to be patient.” (P-21)

The third theme *Language Level* shows that the instructors are convinced that learning these strategies is in parallel with proficiency in a language.

“They are beginner-level students, but they at least try to apply them in class. So, their effort makes me happy.” (P-27)

“Only strong students good at speaking can use these strategies.” (P-4)

“Because they are beginner level students, they usually want to express themselves in Turkish first.” (P-5)

4.1.2. Findings Related to the ELT Course-Books

Statement 4. The course-books I use include a sufficient number of activities and tasks to teach the negotiation of meaning strategies.

Findings revealed that almost half of the EFL instructors (48,5%) agreed on the statement above while some EFL instructors (34,4%) disagreed. However, several EFL instructors (12,1%) were indecisive and elaborated on the issue from both perspectives. The EFL instructors expressed their opinions on the issue, which are shown in Table 11 below.

Table 11.

EFL instructors' Perspectives about the Effectiveness of Course-books in terms of Tasks and Activities related to NoM Strategies

Themes	Subthemes
Sufficiency	An abundance of dialogues, activities, and videos Sufficiency of one lesson Practicing the language
Insufficiency	Restricted to speaking activities Depending heavily on grammar and vocabulary Restricted to one lesson Lacking encouragement Little emphasis on NoM strategies

As it is illustrated in Table 11, two main themes emerged for the fourth statement as *Sufficiency* and *Insufficiency*.

Some EFL instructors found the course-books sufficient in terms of the number of activities and tasks to teach the negotiation of meaning strategies.

“There are plenty of activities, tasks, and dialogues in our course-books” (P-22)

“There are a lot of activities for our students to practice such strategies in English.” (P-33)

Moreover, many EFL instructors agreed with the statement above highlighted that there is a section in the course-books which aims to teach such strategies.

“I agree because the “C” lesson of each unit has such activities and tasks. Also, there are examples in videos and audios of the course-books.” (P-24).

“The word “sufficient” would be a very strong definition for the whole book. However, “C” parts of each unit has some activities intending for the use of negotiation of meaning strategies.” (P-26)

“I agree because “C” parts in our course-book usually teach these strategies.” (P-28)

“One section in each unit teaches negotiation of meaning strategies and include sufficient activities.” (P-32)

On the other hand, some EFL instructors found the course-books insufficient in terms of the number of activities and tasks to teach negotiation of meaning strategies.

“I think the course-books encourage students to use negotiation of meaning strategies in speaking activities. However, I do not think the same thing applies to grammar activities.” (P-23)

“It is expected from us to use the course-books for more grammar-based education.” (P-13)

Statement 5. Expressions for negotiating the meaning in the course-books match up with the ones that my students use when communicating in English.

Findings revealed that more than half of the EFL instructors (60,6%) agreed on the statement above while some EFL instructors (27,3%) disagreed. However, several EFL instructors (12,1%) were indecisive and approached the issue from both perspectives. The EFL instructors expressed their opinions on the issue, which are shown in Table 16 below.

Table 12.

EFL instructors' Perspectives about the Consistency between the NoM expressions in Course-books and the NoM Expressions Students Use

Themes	Subthemes
Sufficiency	Covering basic communication needs
Restricted to the material	Memorizing the expressions
	Trying but not achieving
	No room for creativity
	Leading students to one direction
Teacher's role	Allowing flexibility in class
	Focusing on communication
Time restriction	A need for ample time for practicing
Resorting to L1	Resulting in making mistakes
	Direct translation as a first strategy

As shown in Table 12 above, five main themes emerged in terms of whether the expressions for negotiating the meaning in the course-books match up or not with the structures students use when communicating in English.

As a first theme, *Sufficiency* shows that some EFL instructors are convinced that the course-books they use to meet their expectations in terms of providing an opportunity for successful communication.

“Empower is sufficient course-books for an effective communication”(P-6)

“The strategies are limited but they match” (P-25)

“Materials we use to offer more or less this opportunity, they meet my students’ basic communication needs in class.” (P-26)

“I agree because students are supposed to learn what their course-books provide them. So, they memorize and they can use them in class accordingly.” (P-8)

Although some EFL instructors were satisfied with what the course-books provide and were in favor of memorizing the phrases and expressions, some other EFL instructors expressed that the course-books are not as flexible as they wish. Thus, the first theme *Restricted to the material* emerged.

“The course-books we are using does not allow students to be creative, and they lead them in one direction.” (P-13)

“Students first memorize the expressions. However, they may sometimes forget them and this can cause a communication breakdown.” (P-2)

As well as expressing their ideas on material restriction, the EFL instructors also mentioned the significance of the teacher’s role in class. Thus, the second theme *Teachers’ Role* emerged.

“I believe that teachers should not only depend on the material itself. They should be able to allow flexibility in class, and encourage their students to use other expressions that course-books don’t provide.” (P-26)

Even though the majority of the EFL instructors indicated that they agree with the statement above, some of them further shared their concerns related to the time restriction. Therefore, *Time Restriction* emerged as a third theme.

“Students need more time to digest all the things they learn, they should be practicing the language a lot.” (P-25)

“Practicing takes time, so it’s sometimes hard for students to use the strategies.” (P-3)

As can be seen in the previous themes as well, *Resorting to L1* came to the forefront again. Based on some teachers’ perspectives, students tend to think and use the expressions in Turkish first which results in making mistakes when they speak.

“Unfortunately, my students usually think in Turkish and translate from English to Turkish during communication .” (P-17)

“When they want to use these strategies, they think in Turkish, and it causes them to make mistakes.” (P-10)

Statement 6. The number and variety of negotiation of meaning strategies in the course-books are sufficient for my students to establish effective communication with other users of English in a multicultural environment.

Findings revealed that almost half of the EFL instructors (54,5%) agreed on the statement above while some EFL instructors (36,4%) disagreed. However, several EFL instructors (9,1%) were indecisive and approached this issue from both perspectives. The EFL instructors expressed various ideas on the issue which are shown in Table 17 below.

Table 13.

EFL instructors' Perceptions about the Effectiveness of the Course-books in terms of Authenticity

Themes	Subthemes
Variety of cultures	Including different cultural elements
	Multicultural environment
Standard English	British-English oriented book
	Very formal
	Lacking varieties of English
	Roughly gives opportunity
Role of the course-books	Just a tool

As it is presented in Table 13 above, three main themes emerged in terms of whether the course-books are sufficient or not for students to establish effective communication with other users of English in a multicultural environment.

A variety of cultures emerged as a first theme. On one hand, the EFL instructors who agreed with the statement above indicated that the course-books take into account of various cultures.

“The course-books involve a wide range of cultural elements.” (P-14)

“There are interesting stories which include people from different countries and nationalities in our course-books. So, I don’t think our students will face any big problem with a foreigner because of the cultural differences.” (P-7)

On the other hand, the remaining themes emerged from the EFL instructors who share an opposing point of view. As a second theme, *Standard English* shows that some

EFL instructors may be aware of the role of English as a lingua franca. The following excerpts support this disposition.

“I disagree because the course-books include a standard form of English based on British norms.” (P-10)

“I think there should be more tasks and activities that have varieties of English including those strategies in the course-books.”(P-21)

The third theme emerged was the *Role of the course-books* in which several comments were made as such:

“I disagree because students need more practical skills for effective communication. So, course-books is just a tool for it.” (P-5)

“In language learning, not only a course-book but also a teacher, a student, and a context is important.” (P-11)

4.2. Findings of Course-book Evaluation

This section aims to seek answers to the remaining research questions of the study. For this very reason, a total of eight ELT course-books including four students’ and four teachers’ books were evaluated by the researcher step by step through content analysis.

RQ2. What kind of tasks and/or activities which stimulate negotiation of meaning strategies are included in Cambridge English Empower (A1, A2, B1, B1+)?

To answer the research question above, a checklist consisting of a total of eight pre-selected tasks and activities (Information-gap, decision-making, problem-solving, opinion-exchange, role play, picture comparison, picture drawing, storytelling) was utilized for the evaluation, which was formed based on the recommendations in Hartono’s study (2017). The findings of the detailed analysis were presented below.

Table 14.

Frequencies of Tasks and Activities that Stimulate NoM Strategies (A1 Level)

A1 Level Course-book / Code Frequencies									
Tasks	and	CP		GS		EE		PA	
Activities		f	%	f	%	f	%	f	%
Information Gap		10	42	0	0	0	0	5	72
Decision-making		0	0	0	0	0	0	0	0
Problem-Solving		0	0	0	0	0	0	0	0
Opinion-Exchange		0	0	12	12	19	56	0	0
Role Play		10	42	0	0	15	44	0	0
Picture Comparison		4	16	0	0	0	0	2	28
Picture Drawing		0	0	0	0	0	0	0	0
Storytelling		0	0	0	0	0	0	0	0
Total		24	100	12	100	34	100	7	100

(CP: Communication Plus, GS: Getting Started, EE: Everyday English, PA: Photocopiable Activity)

As seen in Table 14, decision-making, problem-solving, picture drawing, and storytelling activities were not included in the A1 level course-book. However, information-gap and picture comparison activities were integrated into *Communication Plus* and *Photocopiable Activities* sections. However, *Communication Plus* includes role-playing activities while *Photocopiable Activities* not. The *Getting Started* section which is provided as a warm-up of each unit in the course-book does not involve any information-gap or role-playing and picture comparison activities. *Everyday English* which is presented as C lesson of the course-book involves a great number of opinion-exchange and role-play activities. Nevertheless, it does not involve any information-gap activities.

Table 15.

Frequencies of Tasks and Activities that Stimulate NoM Strategies (A2 Level)

A2 Level Course-book / Code Frequencies									
Tasks and Activities	CP		GS		EE		PA		
	f	%	f	%	f	%	f	%	
Information Gap	2	14.2	0	0	0	0	1	12.5	
Decision-making	0	0	0	0	0	0	0	0	
Problem-Solving	0	0	0	0	0	0	0	0	
Opinion-Exchange	0	0	12	12	24	62	3	37.5	
Role Play	9	64.4	0	0	15	38	0	0	
Picture Comparison	3	21.4	0	0	0	0	4	50	
Picture Drawing	0	0	0	0	0	0	0	0	
Storytelling	0	0	0	0	0	0	0	0	
Total	14	100	12	100	39	100	8	100	

(CP: Communication Plus, GS: Getting Started, EE: Everyday English, PA: Photocopiable Activity)

When Table 15 was examined, it was observable that findings show similarity to previous ones in terms of not including any decision-making, problem-solving, picture drawing, and storytelling activities into the A2 level course-book. However, information-gap and picture comparison activities were integrated into *Communication Plus* and *Photocopiable Activities* sections. The *Communication Plus* involves mostly role-play activities whereas *Getting Started* part, which is provided as a warm-up of each unit in the course-book, does not involve any activities but opinion-exchange.

Everyday English which is presented as C lesson of the course-book involves a great number of opinion-exchange and role-play activities. However, it does not involve any information-gap activities.

On this level of the series, unit 10 includes *Asking for help* part, which is provided in *Useful Language* in C section (see Appendix 12). Four different ways to ask for help were presented in the course-book: a) Could you help me? b) Can you help me? c) Would you mind showing me? d) Do you mind showing me? The example dialogue was also provided: “I don’t understand this word. Would you mind explaining it to me? –No problem.” After that, a role-play task was provided, which enables students to practice the expressions in their context by negotiating the meaning.

Table 16.

Frequencies of Tasks and Activities that Stimulate NoM Strategies (B1 Level)

B1 Level Course-book / Code Frequencies									
Tasks and Activities	CP		GS		EE		PA		
	f	%	f	%	f	%	f	%	
Information Gap	0	0	0	0	0	0	0	0	
Decision-making	0	0	0	0	0	0	0	0	
Problem-Solving	0	0	0	0	0	0	0	0	
Opinion-Exchange	6	60	12	12	30	62.5	12	93	
Role Play	4	40	0	0	18	37.5	0	0	
Picture Comparison	0	0	0	0	0	0	1	7	
Picture Drawing	0	0	0	0	0	0	0	0	
Storytelling	0	0	0	0	0	0	0	0	
Total	10	100	12	100	48	100	13	100	
(CP: Communication Plus, GS: Getting Started, EE: Everyday English, PA: Photocopiable Activity)									

As illustrated in Table 16, the information gap, decision-making, problem-solving, picture drawing, and storytelling activities were not integrated into pre-selected parts of the B1 level course-book. Moreover, only one picture comparison activity was found in *Photocopiable Activities*. On the other hand, the opinion-exchange activities can numerously be found in each pre-selected part of the course-books. The role-play activities were also incorporated into *Communication Plus* and *Everyday English* parts of the B1 level course-book.

Table 17.

Frequencies of Tasks and Activities that Stimulate NoM Strategies (B1+ Level)

B1+ Level Course-book / Code Frequencies									
Tasks and Activities	CP		GS		EE		PA		
	f	%	f	%	f	%	f	%	
Information Gap	0	0	0	0	0	0	0	0	
Decision-making	0	0	0	0	0	0	0	0	
Problem-Solving	0	0	0	0	0	0	0	0	
Opinion-Exchange	2	20	10	10	25	78	34	85	
Role Play	6	60	0	0	4	12.5	2	5	
Picture Comparison	2	20	0	0	0	0	0	0	
Picture Drawing	0	0	0	0	0	0	0	0	
Storytelling	0	0	0	0	3	9.5	4	15	
Total	10	100	10	100	32	100	40	100	

(CP: Communication Plus, GS: Getting Started, EE: Everyday English, PA: Photocopiable Activity)

As can be seen in Table 17, the information-gap, decision-making, problem-solving, and picture drawing activities are not included in the B1+ level course-book. It should be noted that there is a total of 10 units in the course-book. There is a wide range of opinion-exchange activities (n=71) provided in the course-book as well as role-play (n=12) and picture comparison (n=2) activities. The role-play tasks take place in each section except for *Getting Started* while picture comparison activities only take place in *Communication Plus*.

Besides, storytelling activities (n=7) were only found in Everyday English and Photocopiable Activities.

In addition to the A2 level, the B1+ level course-book also includes one lesson *Offering and asking for help* which is provided in *Useful Language* in C lesson. (see Appendix 13) Four other different ways to ask for help were presented in the course-book: a) Could you do something for me? b) Can you give me a hand? c) Is there something I can do? d) How can I help you? This section was reinforced by a role-play task provided at the end of the lesson, which enables students to practice the expressions in their own context by negotiating the meaning.

Table 18.

Total Frequencies of Tasks and Activities that Stimulate NoM Strategies in All Course-books' Levels

Tasks and Activities	Course-books									
	A1		A2		B1		B1+		Total	
	f	%	f	%	f	%	f	%	f	%
Information Gap	15	84	3	16	0	0	0	0	18	100
Decision-making	0	0	0	0	0	0	0	0	0	100
Problem-Solving	0	0	0	0	0	0	0	0	0	100
Opinion-Exchange	31	16	39	19	60	30	71	35	201	100
Role Play	25	30	24	29	22	26	12	15	83	100
Picture Comparison	6	38	7	44	1	6	2	12	16	100
Picture Drawing	0	0	0	0	0	0	0	0	0	100
Storytelling	0	0	0	0	0	0	3	3	3	100

(CP: Communication Plus, GS: Getting Started, EE: Everyday English, PA: Photocopiable Activity)

As it is presented in Table 18, only four types of tasks and activities out of eight (opinion exchange activities (n=201); the role-play activities (n=83); information gap (=18); picture comparison (=16) were found out in pre-selected parts of *Cambridge English Empower*. It can also be stated that there is no equal distribution among the communicative tasks and activities in *Cambridge English Empower*. For instance, the decision-making, problem-solving, and picture drawing activities were not included in *Cambridge English Empower* whereas a vast number of opinion exchange activities (n=201) were.

RQ3. Are negotiation of meaning strategies presented from an ELF-aware perspective in the audio and audio-visual materials in Cambridge English Empower (A1, A2, B1, B1+)?

To be able to answer the research question above, the audio and audio-visual scripts of each level of the *Cambridge English Empower* were examined thoroughly. To find out whether negotiation of meaning strategies presented from an ELF-aware perspective or not, the researcher initially revealed the frequency of interactions, all of which were shown in Table 19 as follows:

Table 19.

Frequencies of Various Interactions in Audio Scripts

Frequencies of Interactions						
Course-book	NES- NES		NES- NNES		NNES –NNES	
Levels	f	%	f	%	f	%
A1	44	23.4	6	28.5	4	57.3
A2	61	32.4	8	38	2	28.5
B1	47	25.1	4	19,3	0	0
B1+	36	19.1	3	14.2	1	14.2
Total	188	100	21	100	7	100

The audio materials in the course-books were examined through investigating DVD-ROMs, and it can be observed from Table 19 that NES-NNES interactions, especially NNES-NNES ones were paid rather less attention in each level of *Cambridge English Empower*. In other words, each course-book involves a considerable number of NES-NES interactions (n=188) when compared to NES-NNES (n=21) or NNES-NNES (n=7) interactions. Thus, it is apparent that the *Cambridge English Empower* does not completely free itself from the native norms. Findings revealed that the number of interactions among NNES-NNES decrease as the course-book levels increase. The A1 level course-book involves the most NNES-NNES interaction (n=4) whereas the B1 level course-book does not include any NNES-NNES interactions. Thus, it can be stated that there is no equal distribution of the NNES interactions according to the levels.

Among many others, the present study adopts Firth's (1996) and House's (1999) definitions of ELF. According to Firth (1996), "a 'contact language' between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" (p.240). House (1999) defines ELF as "interactions between members of two or more different linguacultures in English, for none of whom English is the mother tongue" (p. 74). Thus, both NES-NES and NES-NNES interactions were omitted for the analysis since English is not being used as a foreign language by each interlocutor in such interactions. Only a total of seven conversations between NNES-NNES in A1, A2, B1+ level course-books (See Figures 9, 10, 11) were analyzed and presented in the course-books as such:

Conversation 2

DENIZ Were you at the game last Saturday?

ANTONIO No, I wasn't – not the game here in Manchester.

D Oh, really? Were you away?

A Yes, I was away with the team in Bristol.

D How was the game there?

A It was good – really exciting.

Conversation 3

VICTOR Were you at home at the weekend?

AVA No, I wasn't. I was away.

V Oh, where were you?

A I was in Milan with my band – there was a concert.

V Great! Was it fun?

A Yes, it was. And Milan is a beautiful city.



MICHAELA So how was your trip to Colombia?

ALESSANDRO Oh it was great. It was very relaxing – I didn't read my emails for three weeks!

M Where were you? In Bogotá?

A No, no, we didn't go to big cities at all. We wanted to see the country, so we went by bus and we stayed in small towns and villages. The best place we stayed was with a family.

M In their house?

A Well, we didn't stay in their house. We camped in their garden. They had a swimming pool. They also had bikes, so we saw lots of nice places nearby. I took some beautiful photos!

M I'd love to see them.

A Of course.

M Was it cheap to camp?

A Yes ... \$4 a night!

M \$4! That's really cheap.

A Yeah, it was good, because we didn't have a lot of money!



KIRIL Where did you go on your summer holiday last year, Angie?

ANGIE I went to an island in Greece.

K Great! How was the weather?

A It was hot and sunny. What about you, Kiril?

K I stayed here in Moscow. It rained a lot of the time. I want to go somewhere different this year.

A Well, try Greece. It isn't expensive to fly there.

K Hmm ... but, well, I don't like flying.

A Oh, I see. Well, what about the south of France? I went there two years ago. It was beautiful.

K Oh, really? How did you get there?

A By train. And, you know, the weather was really warm.

K Did you enjoy it there?

A Yes, I did. I had a great time. Try to go this year!

Figure 9. Audioscript - A1 Level

Source: Doff et al., 2015a

Unit 1



THOMAS Hi, there! My name's Thomas. What's your name?

LENA I'm Lena.

T Hi, Lena! Where are you from? Russia?

L Yeah, you're right! I'm Russian. I'm from St Petersburg.

T Oh, yes! It's a really beautiful city.

L Yes, I think so too. So, where are you from, Thomas?

T Me? I'm from France. I'm French.

L Oh, the French team's really good!

T Of course, we're great!



LENA So where are you from? From Paris?

THOMAS No, I'm not from Paris. I'm from a town called Rouen.

L Hmm ... Where's that?

T Oh, it's a town near Paris. It isn't very big.

L Oh, right.

T So are you here with friends?

L Yes, we're a big group. We're all from St Petersburg.

T But they aren't here.

L No, they're all in the hotel. They say they're tired!

T Oh, right. Well, look, it's only 8:00, the match isn't on yet. So, how about a coffee?

L Hmm, yeah, OK. Good idea!

Figure 10. Audioscript - A2 Level

Source: Doff et al., 2015b



MARIA How's your revision going?

GILBERTO Not so good. I think I can remember most of the grammar, but remembering vocabulary's a bit harder, for me anyway.

M Yes, there are a lot of words to remember.

G What about you?

M For me, it is probably the opposite – I find the grammar hard to get my head around, but the vocabulary is a lot easier. I've been testing myself at home and it's OK.

G How do you manage to remember all the words, though? What's your secret?

M Well, it's no secret! I have this kind of system for learning words that seems to make it easy ...

G OK, what?

M Well, when I get home from class, I record all the new words I've learnt onto my phone. And then I might do something like go for a run, and I listen to them when I'm running. And I make up these sentences with the words and say them to myself.

M She has these small cards and writes all the new words on a card with a picture, or a definition and an example – sometimes a translation too. It worked really well ... for a while.

G For a while? Why? What happened?

M She left all the cards on a train.

G Oh, yes. That's probably what I would do!

M I felt so sorry for her – after all that work.

G It sounds like a good idea, but it sounds like you have to be quite organised to have a card system.

M Yes, that's true.

G And, to be honest, I think I'm maybe too lazy to write all those cards and keep them with me wherever I go!

- G** Do you remember what the words mean?
- M** Most of the time. If I forget, I check in my notebook when I get home from my run. And sometimes I play the words and write them down. I think the most important thing is to keep repeating them. I don't know why, but remembering the sounds of the words is important for me. Like, last week I learnt the word 'shine' – you know, like 'the sun is shining'. And that 'sh' sound at the beginning of the word makes me think of light that's getting brighter and brighter.
- G** Interesting. But I don't know if it would work for me. I need to see things written down. I need to look at the word.
- M** Right – my sister's like that too. She uses vocabulary cards. Have you tried that?
- G** No. How does that work?

Figure 11. Audioscript - B1+ Level

Source: Doff et al., 2015d

As can be inferred from the Figures 9, 10, 11 above, the communication between the NNEs flows, and it does not reflect an authentic ELF talk since there are not any communication breakdowns occur due to mis- or non-understanding during the conversation. Therefore, the NoM strategies to co-construct the meaning are not utilized by the interlocutors at all.

As for audio-visual materials in each *Everyday English* section of the course-book, Table 20 below displays information about all the characters.

Table 20.

Countries of the Main Characters in the Videos

Level	Characters	Country
A1	David	the UK
	Megan	the UK
	Rachel	the UK
	Sophia	Canada
	James	the UK
A2	Dan	the UK
	Leo	the UK
	Martina	the UK
	Annie	the UK
B1	Mark	the UK
	Leo	the UK
	Rachel	the UK
	Annie	the UK
B1+	Mark	the UK
	Tom	the UK
	Rachel	the UK
	Becky	the UK

As can be seen from Table 20 above, all characters in all levels of course-books are from inner-circle countries, where English is used as a first language. For instance, the characters are from the UK except for the main character in the A1 level course-book who is a Canadian girl moving to London for work. Additionally, findings of audio-visuals revealed that each storyline takes place in the UK. The idea of real-world context claimed and emphasized in the *Cambridge English Empower* adopts a reality that adheres firmly to native-speaker norms and ignores the current use of English by non-native speakers as a lingua franca.

CHAPTER V

DISCUSSION

This chapter focuses on the discussion of the findings obtained from the qualitative data by addressing the study's research questions, related studies, and prominent perceptions put forward in the field.

5.1. Turkish EFL instructors' perceptions and ELF-related issues

As the first phase of the present study, the 33 Turkish EFL instructors' attitudes, beliefs, and practices were explored through an open-ended questionnaire via thematic analysis. The findings revealed that the majority of the instructors were aware of the NoM strategies, and had a strong belief that teaching NoM strategies has numerous benefits for their students. The instructors' positive attitudes towards the strategy teaching and using were in line with the findings of Ollinger's (2012) and Björkman's (2014) empirical studies in which the significance of employing negotiation of shared meaning was highlighted as a requirement to achieve a successful, mutually intelligible communication in the current era of globalization. Moreover, Seidlhofer (2011) points out that allocating teaching time on language awareness and communication strategies is much more beneficial for learners rather than pushing them for achieving native speaker level of language use which is "communicatively redundant or even counter-productive" in international settings (p. 340). For instance, knowing how and when to use the NoM strategies effectively may enable our learners to become more proficient ELF users who can effectively avoid possible breakdowns or misunderstandings that occur during the interaction, and achieve successful ELF communications (Mauranen, 2006).

Here it should be noted that certain misunderstandings and communication breakdowns do not occur only among ELF speakers who share different first language backgrounds, but it can also be considered as a very natural occurrence between/among native speakers whose first language is English. Therefore, it would be wrong to hold the assumption that such breakdowns are only common among ELF speakers. On the contrary, instances of misunderstandings are highly rare among ELF speakers (Mauranen, 2006) since ELF speakers prefer to deal with the difficulties in communication by employing a great number of strategies to negotiate the meaning

rather than ignoring such misunderstandings (Seidlhofer, 2004, 2011; Cogo & Dewey, 2012). It is also emphasized by Mariani (2010) that non-native speakers may feel much comfortable with using NoM strategies in interaction with each other since they might feel they do not have to comply with the native norms.

According to Jenkins, Cogo, and Dewey (2011), proficient ELF users can be regarded as highly skilled communicators who can creatively build their own idioms, display creativity in use of chunking and make use of their multilingual resources. Because such ELF users opt for prioritizing successful communication and skillfully negotiate with people from different linguacultures as well as co-constructing English for their own purposes (Jenkins, Cogo & Dewey, 2011), they are more likely to adapt to the rapidly changing world where a tremendous increase in the spread of English language and its varieties is observed. In line with the facts mentioned above, it seems to me that as language teachers it is hard to be indifferent to such powerful reality of ELF which is full of fluidity and dynamism provoking us to reconsider our rooted assumptions of the monolithic and standard use of English.

However, one of the findings of the present study was not in line with all the aforementioned cases of ELF speakers' creatively and successfully employing strategies when facing any sort of difficulty. In the study, the instructors' perceptions have revealed that when their students face any communication breakdowns due to mis-or non-understandings in interaction with their peers, they show a great tendency to use their L1 to overcome the difficulty in communication. This finding showed similarity to the study of Sato et al. (2019), where the participants attempted to overcome the difficulty in communication by using Japanese as their L1. It is an interesting finding in the present study that only the instructors who teach low-proficiency language learners complained about this issue and see it as a negative behavior. When the data of the instructors who teach high-proficiency language learners (B1+ level in my context) is analyzed, it can be seen this is not the case for them.

This case was also highlighted by Sato et al. (2019) that teaching all the communication strategies may not be very helpful and effective for low-proficiency English learners since they might be lacking necessary English language resources. Some communication strategies can be best achieved at higher linguistic proficiency. In Lam and Wong's (2000) study, for instance, even though the participants were exposed to an intensive strategy training, they could not be successful at using effective communication strategies due to their restricted linguistic knowledge. Their study is in

line with the majority of the instructors' comments in the present study where they highlighted the significance of the language level of the students and the time factor for their students' achieving such strategies. Therefore, it is suggested by Sato et al. (2019) that for effective strategy instruction, language teachers should be aware of which communication strategies are appropriate for low-proficiency learners based on empirical data, which brings us to the significance of teacher education where effective strategy training and ELF awareness should be combined to frame a better picture for authentic ELF communication.

As it had been mentioned earlier, the instructors in the study showed negative attitudes towards students using L1. On one hand, it can be deduced from the data that low proficiency language users' tendency to speak in L1 during communicative activities to overcome the communication barriers may have led language teachers to have a negative attitude towards any sort of L1 application. Language teachers may have regarded that their students are affected by their L1 and this is an obstacle for their language development, and this assumption that language teachers hold consciously or unconsciously may have led them to base their beliefs more on native-speaker norms. On the other hand, the context in the present study is not an ELF context which consists of people from different first language backgrounds (Mauranen, 2003; Seidlhofer, 2011). In this context, almost all the students share the same first language background (Turkish) even though they may have some sociocultural differences. Therefore, it might be wrong to interpret the instructors' negative behaviors towards their students' resorting to L1 within the framework of ELF overall.

Nevertheless, it should be pointed out that the language teachers' such negative behavior towards the use of L1 and their tendency to ignore all the potential advantages of a non-native speaker may cause them to miss a very significant point. The point is that each student in their class is a potential ELF speaker as soon as they step out of the classroom where they meet people from different linguacultures and experience the authentic use of English. Therefore, raising an ELF awareness of language teachers by incorporating ELF-aware in-service teacher education programs that are continually developing with more empirical ELF research (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Sifakis, 2017; 2019; Sifakis & Bayyurt, 2015, 2017), may also be drawn attention here. As Sifakis et al., (2018) indicates, "ELF-aware practitioners develop instructional sequences, lesson adaptations, policies and tests that make sense of ELF

while being relevant to and appropriate for each local teaching and learning context, its needs, its wants and idiosyncrasies." (p.9).

It has been put forward by Bayyurt and Sifakis (2015b, 2017) that the ELF-aware teacher education model highlights the flexibility of ELF-aware teachers in terms of allowing their learners to utilize some linguistic, cultural and other elements from their L1 or even other languages they may share. Furthermore, Kiczkowiak and Lowe (2019) provided an exemplary ELF lesson plan (see Appendix 14) which draws attention to the use of L1 as a source between a Spanish and a French businessman to facilitate communication.

It should be clarified here that there is a clear distinction between learners' using L1 as a source to tackle any communication difficulties (Bayyurt & Sifakis, 2015b, 2017; Kemaloglu-Er & Bayyurt, 2018, 2019a, 2019b), and switching to L1 as a way of escaping from any communication difficulties as in the case mentioned by the instructors in the present study and the study of Sato et al. (2019). In the first case, a learner skilfully uses his/her L1 as a source and an effective tool to overcome possible communication difficulties. In the latter, a learner holds negative assumptions of the impossibility of achieving successful communication and this may be related to having a lack of necessary linguistic resources as it was mentioned previously. As ELF researchers and ELF-aware language teachers, the latter is by no means our goal, and our students' escaping from the interaction by switching to their L1 because they feel insecure, deficient, inferior and incapable to deal with communication difficulties is not a good sign for their language development, rather, our goal is to minimize all the negative perceptions and attitudes of our learners towards holding a NNES identity by allowing them to make use of their L1 as an effective source when necessary and encouraging them to become highly skilled ELF communicators. Leung and Jenkins (2020) highlight the features of an ELF speaker whose aim is to prioritize successful communication and project their own identities to enrich the communication by translinguaging when necessary rather than adopting only native speaker norms in an interaction.

Another major finding of the study was that the way instructors teach and practice the NoM strategies in class is varied. The majority of the instructors indicated they prefer teaching NoM strategies explicitly in class rather than teaching implicitly. On one hand, the instructors who teach NoM strategies explicitly expressed the significance of raising students' awareness of strategy use and encouraging them when

they seek a clear understanding. Such type of a teacher model aware of the learners' needs of communicating intelligibly with other speakers fits into the model of an ELF-aware language teacher (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Sifakis, 2017, 2019; Sifakis & Bayyurt, 2015, 2017). Moreover, the instructors' preference for teaching the strategies explicitly is in line with Sato's (2005) study which revealed that explicit ways of teaching CSs may help learners raise awareness of using CSs. Concordantly, Nakatani's (2005) study which revealed that strategy training with an explicit focus had a significant improvement on oral communication test scores of the students, had an impact of strategy use on communicative ability.

On the other hand, the instructors who teach NoM strategies implicitly pointed out that they usually let students discover the expressions or phrases for negotiating the meaning on their own and use the NoM strategies autonomously during class discussions. This finding can be considered as parallel with the views of Bialystok (1990) and Kellerman (1991), both of whom are known as opposition figures in SLA supporting that strategy teaching is of no importance, but rather the language itself. They believe that if the language is known well, strategies can be acquired automatically. However, Maleki's (2007) study has shown that low-intermediate English learners employed various CSs effectively and extensively after being exposed to strategy training. Moreover, a step by step guide to how to teach CSs explicitly was provided in the further study of Maleki (2010). Furthermore, Mariani (2010) underlines that a fully informed, explicit approach that enables language learners to be aware of the rationale behind strategy use is of great importance. Therefore, the findings of Maleki's studies (2007; 2010) and Mariani's (2010) interpretations also contradict with Seidholfer's (2011) statement where she indicates that communication strategies may not be teachable beforehand, rather, it may be acquired in time by gaining more control over the language.

In the present study, the issue of teachability of CSs, if so, in what ways CSs can be best taught must be questioned under an ELF-related issue since the significance of making use of effective CSs among ELF speakers to achieve mutual intelligibility has been emphasized repetitively throughout the study. Let alone the ongoing discussions aiming to decide on the best way of teaching ELF-related issues, Kemaloğlu-Er and Bayyurt (2018, 2019a, 2019b) highlighted "flexibility" as a key point and indicated that an implicit and an explicit way of teaching can also be utilized by an autonomous teacher depending on the context and rapidly changing the needs of learners. Therefore,

it may be wrong to orientate language teachers to only one and a strict way of teaching ELF-related issues. An autonomous ELF-aware teacher can apply both ways flexibly since both ways are shown to make a contribution to raise awareness of ELF-related issues among learners (Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b).

Last but not least, the present study also concludes that the majority of the instructors showed positive attitudes towards the *Cambridge English Empower* coursebook series. However, they expressed some concerns, several limitations, and constraints about how to teach and plan their lessons based on their students' needs in the context of established NES-bound institutional policies. On the one hand, such concerns can be linked to the instructors' unawareness of ELF-aware pedagogy. Because it is stressed that the more EFL instructors become ELF-aware, the more they are likely to establish a better understanding of adapting teaching materials based on their local contexts and students' needs. On the other hand, the instructors may be ELF-aware but still, find challenging to detach themselves from the institutional adherence to the native-speakerist framework (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Galloway, 2018; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Sifakis, 2019; Sifakis & Bayyurt, 2015, 2017). The universal objectives of an in-depth study of Tomlinson & Masuhara (2013b) can be taken into consideration by teachers and practitioners who want to develop their own teaching materials based on the local context and the learners' needs.

5.2. A coursebook evaluation from an ELF-aware perspective

In the study, to explore the inclusion of NoM strategies from the perspective of ELF, the NNEs-NNEs dialogues were analyzed in audio and audio-visual materials in *Cambridge English Empower*. The result of the analysis revealed that there was an extremely limited number of NNEs-NNEs interactions (n=7) and NES-NNEs (N=21) conversations whereas the number of NES-NES interactions (n=188) was tremendously high. From the perspective of ELF, the finding shows that *Cambridge English Empower*, to a great extent, ignores the growing number of NNEs of English across the globe (Crystal, 2003) as well as the significant role of NNEs in shaping the use of English more than NES do (Seidlhofer, 2011).

Therefore, *Cambridge English Empower* has been unable to represent the current lingua franca role of English. It should be pointed out that including NNEs-NES and NNEs-NNEs recordings, despite the highly limited number, can be seen as promising.

However, the post-normative approach (Dewey, 2012), prioritizes flexible use of language norms, entails “more than simply mentioning the use of English as an international language” and integrating so-called NNEs interactions which do not recognize the value of the authenticity in ELF talk (Galloway, 2018, p.475).

As for the audio-visuals, the authors of *Cambridge English Empower* (Foster et al., 2015) claim that in the coursebooks “the target language is clearly contextualized by means of engaging video (also available as audio-only via the Class CDs), filmed in the real world in contexts that will be relevant and familiar to adult learners.” (p.6). There are very sound claims here, all of which are needed to be discussed critically.

First, it is claimed that videos are “filmed in the real world”. Second, it is claimed that such videos offer “relevant and familiar” contexts to ELF users. As for the first claim, when the audio-visual materials were investigated to examine how and which NoM strategies were utilized, it was revealed that all the characters in *Cambridge English Empower* are from inner-circle countries such as the UK and Canada (Kachru, 1985), where English is used as the first language. As for the second claim, findings revealed that each storyline in audio-visual materials takes place only in the UK. These findings are major signs that *Cambridge English Empower* ignores the authentic use of English, and adheres firmly to NES norms since neither the culture nor the accent is relevant and familiar to the context of Turkish EFL students as in the case of Pham (2007) who highlights “What is authentic in London may not be authentic in Hanoi” (p.196). Furthermore, McGrath (2013) draws attention to the issue of coursebooks’ orientation towards NES norms and culture by indicating that “it is difficult to justify such an emphasis on materials intended for use in contexts where most English is used between non-native English speakers of English.” (p.9). Thus, it can be inferred that the strict attachment to the NES norms of *Cambridge English Empower* does not allow ELF users to raise motivation since they are not exposed to real-life ELF exchanges (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Galloway, 2018; Sifakis, 2017; 2019; Sifakis & Bayyurt, 2015, 2017).

Nevertheless, it may be wrong to spark a storm of criticism against only the *Cambridge English Empower* coursebook series. In much the same vein, a great number of so-called authentic course-books also show major adherence to NES norms (Canagarajah, 2005; Galloway, 2018; Jenkins, 2012; Tsantila & Georgountzou, 2017; Vettorel & Lopriore, 2013, Vettorel, 2017; 2018). In line with the previously published ELT coursebooks, the claims for offering learners a “real world” context which is

repetitively highlighted in *Cambridge English Empower*, can be defined as a world where English can only be used with NES of English (Galloway, 2018). A possible explanation for this might be that this series is designed according to the CEFR (2001) which is based on NES norms, however, the updated CEFR (2018), which is regarded as a positive step for recognizing partially the global status of English (Leung & Jenkins, 2020) may be better taken into consideration when designing ELT coursebooks. Tomlinson et al., (2001) in their early work investigated eight adult course-books published by major British publishers. Even though it may have been an early time to refer to globalization or the concept of ELF, the findings drew attention to the term and a concept at a surface-level. For instance, it was underlined that although the examined coursebook series claim to offer authentic, real-life use of English, it only leads students to practice a given language. The same finding applies to the present study. It can be seen from the early study of Tomlinson et al. (2001) that nothing has much changed up to today.

Furthermore, in the study, while the NNS-NNS interactions were being examined to find out which or/and how NoM strategies are employed by so-called ELF speakers, surprisingly, no use of NoM strategies was realized. When the dialogues are examined, it is apparent that the conversation between/among so-called ELF speakers is extraordinarily fluent, and no occurrence of communication breakdowns can be observed. When it is critically evaluated from an ELF framework, the finding is rather disappointing. It is because *Cambridge English Empower* failed in portraying a realistic picture for the authentic use of English and in embracing the fruitful characteristics of ELF speakers. In other words, the characteristics of ELF users who can skillfully negotiate with people from different languacultures as well as co-construct English for their own purposes to achieve mutually intelligible and successful communication (Jenkins, Cogo & Dewey, 2011) are ignored by *Cambridge English Empower* coursebook series. As Galloway (2018) indicates, there is a clear mismatch between the real use of English in an international setting and the language presented in ELT coursebooks, and she calls for material designers to dare to be different.

Therefore, the authentic use of English should be recognized by course-book designers and writers, and should delicately be implemented into ELT coursebooks. (Matsuda, 2003; Matsumoto, 2011; Vettorel & Lopriore, 2013; Cogo & Pitzl, 2016; Vettorel, 2017, 2018; Grazzi, 2017; Galloway, 2018; Sifakis, 2017). In this regard, ELT coursebooks should first avoid promoting the idea that NNS are incompetent,

deficient, and inferior to NES. Moreover, an ELF-aware coursebook should provide opportunities for learners to experience multilingualism rather than monolingualism, and motivate them to raise their awareness of the flexible and dynamic way of ELF communication (Galloway, 2018). As Leung and Jenkins (2020) put forward, “Multilingual communication is being increasingly recognized as a routine practice in social interactions involving individuals from different language backgrounds and as part of communicative competence.” (p.27). Such practice, where there is no firm adherence to SE, and the realistic needs of ELF users should also be taken into consideration in the current ELT materials (Bayyurt & Sifakis, 2015a, 2015b, 2017; Blair, 2015; Galloway, 2018; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Sifakis, 2017; 2019; Sifakis & Bayyurt, 2015, 2017).

Although it may sound challenging and demanding due to lacking instances of such authenticity in current ELT coursebooks in the market, integrating authentic use of English by people who share different linguacultures should by no means be regarded as an unattainable goal. The reason is that ELF-related studies and their implications have gained momentum in ELT. For instance, the authentic use of English in interactions between/among ELF users has been investigated in-depth through conversation analysis, and presented to the ELF literature thanks to a great number of empirical studies conducted so far (Björkman, 2011; 2014; Batziakas, 2016; Cogo, 2009, 2010; Kaur, 2009; Mariani, 2010; Mauranten, 2006; Meierkord, 2000; Ollinger, 2012; Pitzl, 2012, House, 2003; Sato et al., 2019; Vettorel, 2017). Such studies can be taken into account in the process of preparing the course materials since they explicitly present what real or authentic communication is like in today’s globalizing world where NES norms are less dominant. These studies display ELF speakers’ use of their plurilingual resources creatively and moving beyond the singularity by using all of their linguistic resources to achieve a successful communication.

Moreover, coursebook writers and developers can benefit from the established ELF corpus such as Mauranten’s (2003) ELFA, Seidlhofer’s (2004) VOICE, and Kirkpatrick’s (2010) ACE, all of which explore the nature of ELF systematically. Meanwhile, it should be noted that Cambridge University Press follows a corpus-based approach, and claim that their authors are making use of the *Cambridge English Corpus* and the *Cambridge Learner Corpus* when designing new coursebooks. However, the claims of providing authentic language and common mistakes of learners in such corpora are certainly not in line with ELF reality, on the contrary, they promote NES

norms (Galloway, 2018). Therefore, with the advanced use of English worldwide, such a rich and progressive aforementioned ELF literature and developing ELF corpora may give an insight to coursebook developers to integrate authenticity into current ELT coursebooks through the recognition of linguistic diversity and fluidity of ELF communication.

Last but not least, the communicative tasks and activities stimulating NoM strategies have been respectively spotted in the study such as opinion-exchange (n=201), role-play activities (n=83), information gap (=18), and picture comparison (=16). At a first glance, although the information gap activities were rather underrated, the inclusion of communicative tasks and activities in *Cambridge English Empower* may seem satisfying for the majority of instructors in the study, and the finding is in line with the statement of Galloway (2018), who highlights that “communication strategies are central to ELF and many of the tasks in current communicative coursebooks are suitable.” (p.476).

However, when the inclusion of communicative tasks and activities is critically evaluated from the perspective of ELF, it can be stated that the expressions or phrases to negotiate presented in *Cambridge English Empower* are fixed, static and they depend on standard native English forms. Similar to the findings of Tomlinson et al.’s (2001) study, students are led to practice only a given language. As for the SE preference of *Cambridge English Empower*, it can, therefore, be assumed that the students’ accomplishing the tasks by using fixed language is regarded as more important than their achievement of successful communication. However, Kohn (2016) argues that “tasks should be designed around authentic ELF communication with a focus on meaning and community-related communicative intentions, the identification, and analysis of the problems, exploitation of strategic solutions.” (p.28).

Furthermore, ELF-aware coursebooks should provide communicative practices to learners which foster their understanding of multilingual and multicultural assets of successful ELF communication (Galloway, 2018). Hence, ELT coursebooks should integrate successful ELF communications where non-standard forms are not seen as a sign of incompetence, but rather seen as diversity and a plurality of English. Finally, to prepare our learners to become proficient ELF users in a real-world context, ELT coursebooks, an integral part of ELT, should embrace and promote the idea that successful communication is achieved when communicative practices are applied in a situation, rather than depending on a static and rigid code where there is only one

standardized model and a variety of English (Galloway, 2018). Overall, the need for a reconceptualization of the goals in ELT coursebooks has been drawn attention. However, McGrath (2013) highlights the complexity and uncertainty of ELF integration into ELT coursebooks especially on the level of language. Therefore, coursebook designers should be brave enough to take action on the issue to pave the way for new understandings of ELF research.

5.3. Summary

In this chapter, a discussion of the findings of the study has been provided by making references to the relevant research studies and their similar or contrasting findings. Besides, possible interpretations have also been put forward.

CHAPTER VI

CONCLUSION

This chapter provides an overall conclusion of the study by giving a summary and critique of the findings. It also aims to give some useful implications and make suggestions for improvement by identifying the areas for further research.

6.1. Conclusion

The present study first aimed to shed light on the Turkish EFL instructors' perceptions and their teaching practices related to the NoM strategies by addressing the *Cambridge English Empower* coursebook series. The second aim was to explore what kind of tasks and activities are provided *Cambridge English Empower* coursebook series to promote the use of NoM strategies among learners. Last but not least, the study aimed to investigate the *Cambridge English Empower* coursebook series from the perspective of ELF by exploring how NoM strategies, frequently used in ELF talk, are presented in the dialogues between/among NNES.

In this regard, two data collection tools were utilized; an open-ended questionnaire and two checklists. In the two-phase study, the findings of the coursebooks evaluation made through checklists were substantiated by the perceptions and practices of the Turkish EFL instructors through an open-ended questionnaire. In other words, the instructors' contribution to the study in terms of elucidating their teaching practices and expressing related concerns about the NoM strategies guided the study and formed the basis for the ELF-related analysis. It must be noted that the first and second phases of the study were carried out simultaneously.

The methodological structure of the study adopted an evaluative educational study with a pragmatic approach under a qualitative research design. The current study is exploratory and interpretative, thus it is not aimed at generalizing the results or verifying certain theories.

The findings of the open-ended questionnaire conducted in the first phase revealed various perspectives on how Turkish EFL instructors teach and promote using the NoM in their teaching contexts. The present study also concludes that the majority of the instructors are aware of the significance of teaching NoM strategies, and showed positive attitudes towards *Cambridge English Empower*. However, they expressed some

concerns, several limitations, and constraints about how to teach and plan their lessons based on their students' needs in the context of established NES-bound institutional policies.

For the coursebook evaluation phase of the study, it can be concluded that the *Cambridge English Empower* coursebook series includes a good number of communicative tasks and activities comprised mostly of opinion-exchange. Nevertheless, there were no sufficient amount of varieties and equal distribution of the tasks and activities based on the levels of *Cambridge English Empower*. Additionally, it can be stated that the expressions or phrases to negotiate presented in Cambridge English Empower are fixed, static, and depend on standard native English forms since they are not designed around authentic ELF communication.

Last but not least, in-depth analysis of the dialogues between/among NNES in audio and audiovisual materials revealed that the *Cambridge English Empower* adheres firmly to NES and SE norms, and ignored the current global status of English since the result of the analysis revealed that there was an extremely limited number of NNES-NNES interactions ($n=7$) and NES-NNES ($N=21$) whereas the number of NES-NES interactions ($n=188$) was tremendously high. Furthermore, when the dialogues between/among NNES are examined, it is apparent that the conversation between/among so-called ELF speakers is extraordinarily fluent, and no occurrence of communication breakdowns can be observed. This finding is rather unrealistic and utopian, and it contradicts with instances of complex, dynamic and variable authentic ELF interaction provided in many empirical ELF research (Björkman, 2011; 2014; Batziakas, 2016; Mariani, 2010; Meierkord, 2000; Ollinger, 2012; House, 2003; Sato et al., 2019).

6.2. Implications of the Study

The findings of the study suggest several courses of action for NES and NNES of EFL instructors, policymakers, stakeholders, material designers, and writers in an ELT industry. Several significant changes need to be made in the field of ELT concerning adopting an ELF-aware pedagogy. As Jenkins et al. (2011) pointed out, even though many studies confirm the global role of English and pursue a goal of raising awareness of ELF reality among teachers, a majority of them do not provide any practical implications; in other words, they seem to take no account of how ELF-

oriented pedagogy can be incorporated into ELT. Hence, in what ways the dynamic variability of ELF may affect ELT methodology should be paid more attention. In this regard, a great deal of studies were carried out, and various effective practical implications have been put forward (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Ceyhan-Bingöl, 2018; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Kurtuldu, 2019; Llorca, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). Moreover, a transformative ELF-aware pre-service teacher education model was set by Bayyurt and Sifakis (2015a). Additionally, Kemaloglu-Er and Bayyurt (2019b) suggest that their project-based ELF-aware pre-service teacher education model should be integrated into the teacher education programs worldwide since the model may allow learners to experience acknowledged and valued humanistic, multilingual and multicultural learning contexts. Overall, these studies highlight the need for implementing ELF-aware pedagogy into the ELT field.

Similarly, the main implication of the present study is that there is a need for effective teacher training programs at language teaching institutions for both native and non-native EFL teachers to raise awareness of ELF-aware pedagogy. (Blair, 2015; Biricik-Deniz, 2017; Biricik-Deniz, Ozkan & Bayyurt, 2016; Bayyurt & Sifakis, 2015a, 2015b, 2017; Bayyurt et al, 2019; Ceyhan-Bingöl, 2018; Kemaloglu-Er, 2017; Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Kurtuldu, 2019; Llorca, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). In such training, the significance of students' making use of communication strategies for establishing mutual understanding where ELF interactions take place should be highlighted, and for example lesson plans should be provided where a learner first finds an opportunity to employ and further reflect on his/her use of strategies. A fully informed, explicit approach that enables language learners to be aware of the rationale behind strategy use is of great importance as Mariani (2010) suggests. Moreover, the implicit and explicit teaching approach can be combined for strategy use depending on the context and the needs of the students (Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b). Another implication is that the EFL teachers may be ELF-aware, and adopt an ELF-aware pedagogy in their teaching practices.

There is, however, a definite need for additional and supporting teaching materials that are informed about ELF-related issues. (Bayyurt & Sifakis, 2015a, 2015b,

2017; Blair, 2015; Cogo & Pitzl, 2016; Galloway, 2018; Grazzi, 2017; Jenkins, 2012; Kemaloğlu-Er & Bayyurt, 2018, 2019a, 2019b; Matsuda, 2003; Matsumoto, 2011; Sifakis, 2017; 2019; Sifakis & Bayyurt, 2015, 2017; Vettorel & Lopriore, 2013; Vettorel, 2017, 2018). In this way, teachers may have more opportunities to integrate ELF-related issues into their lessons and to avoid relying heavily on SE norms in class. We should bear in mind that a new understanding of communicative competence that recognizes the global status of English is urgently needed in the field of ELT. (Alptekin, 2002). In this new understanding, variation, and diversity in the use of English in which ELF speakers attempt to negotiate and establish mutual intelligibility should be promoted by teachers (Kemaloglu-Er & Bayyurt, 2016, 2018, 2019a, 2019b; Llurda, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019). Such variety, fluidity, and dynamism in the use of English should also be integrated into ELT coursebooks. When preparing the course materials, stakeholders can take into account of a great deal of empirical ELF research conducted so far (Björkman, 2011; 2014; Batziakas, 2016; Mariani, 2010; Meierkord, 2000; Ollinger, 2012; House, 2003; Sato et al., 2019). The studies explicitly present what real or authentic communication is like in today's globalizing world where NES norms are less dominant. Moreover, coursebook designers and writers can benefit from the established ELF corpus such as Mauranen's (2003) ELFA, Seidlhofer's (2004) VOICE, and Kirkpatrick's (2010) ACE, all of which explore the nature of ELF systematically.

If it is not very probable to use ELF-aware coursebooks due to institutions' native-speaker oriented policies or lacking such materials in the ELT market, then the autonomous EFL instructors may always have a chance to adapt the materials to their context and the students' needs (Dewey, 2012). In other words, tasks and activities may be modified and various ELF-related activities can be integrated.

In this respect, Tomlinson & Masuhara (2013b) provided universal objectives in designing simulations for materials development courses. The objectives of an in-depth study of Tomlinson & Masuhara (2013b) can be taken into consideration by teachers and practitioners who want to develop their own teaching materials based on the local context and their learners' needs. In this way, the weaknesses of the native-speaker oriented teaching materials can be compensated by a fully informed ELF-aware language teacher to prepare the learners for real-world communication which is not simply based on a single, monolithic form of English, following native-speaker norms, but rather based on a flexible and pluralistic form of language use (Kemaloglu-Er &

Bayyurt, 2016, 2018, 2019a, 2019b; Llurda, Bayyurt & Sifakis, 2018; Sifakis & Bayyurt, 2015, 2017; Sifakis et al., 2018; Sifakis, 2007, 2017, 2019).

Last but not least, the findings revealed that the students' making use of L1 when speaking a foreign language is perceived as negative behavior by the Turkish EFL instructors. Moreover, using L1 as a source is regarded as an obstacle which prevents students' language development. Such a perspective of EFL instructors is not in line with the ELF-aware teacher model. ELF-aware teachers are highly aware of the fact that ELF speaker aims to prioritize successful communication and project their own identities to enrich the communication by translanguaging when necessary rather than adopting only native speaker norms in an interaction (Leung & Jenkins, 2020). Therefore, foreign language teachers should allow their learner skilfully uses his/her L1 as a source and an effective tool to overcome possible communication difficulties (Bayyurt & Sifakis, 2015b, 2017; Kemalolu-Er & Bayyurt, 2018, 2019a, 2019b).

6.3. Recommendations for Further Research

The current study has thrown up many questions in need of further investigation. Even though there have been studies related to course-book evaluation in terms of inclusion of the CLT approach in the literature, the number of studies with the integration of ELF-aware pedagogy into ELT course-books is limited. Additionally, a new understanding of CC that recognizes English as a global language or a lingua franca is urgently needed (Alptekin, 2002). Hence, ELF-related studies should be taken into account to enable some changes and innovations to be made in the field of ELT.

For this very reason, this micro-study attempted to analyze one of the claims of *Cambridge English Empower*, offering real-world English to the learners, by taking into account only one aspect of the ELF phenomenon, which is the strategy used in ELF talk. However, what is now needed is a macro study to investigate whether the ELF-aware pedagogy was taken into account in all the units and levels of the *Cambridge English Empower*. Namely, the present study referred to ELF-aware pedagogy by exploring the use of NoM strategies among NNEs. Another possible area of future research would be to investigate other remaining aspects and features of ELF-related issues (culture, lexicogrammar, phonology) in such ELT course-books. To exemplify, as one of the key elements indicated for the "C" lesson in *Cambridge English Empower*, a pronunciation-related lesson claims "intelligibility and covers many aspects of

phonology and characteristics of natural speech, from individual sounds to extended utterances.” (Foster et al., 2015, p.6). is focused on in *Cambridge English Empower* coursebook series. This is such a strong claim and should be investigated from the perspective of ELF.

Additionally, the present study has mainly focused on evaluating the *Cambridge English Empower* coursebook series, rather than delving into the perceptions and practices of the students in-depth. Considerably more work is needed to be done to determine the efficiency of ELT course-books in terms of the inclusion of ELF reality. Thus, the students’ and the instructors’ attitudes, as well as practices of communication strategies in class can also systematically be observed and gathered through reflection papers.

Last but not least, among many definitions, this study was conducted by adopting the ELF definition of Firth (1996) and House (1999), who exclude NES in ELF interactions. However, other scholars such as Jenkins (2014) and Seidlhofer (2004) consider NES as a part of an ELF talk. Thus, further research can be carried out to investigate the ELT materials by adopting the latter perspective of ELF (Jenkins, 2006, 2012, 2014; Seidlhofer, 2004, 2005, 2011), in which both NES and NNES interactions occur and regarded as an ELF communication.

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APPENDICES

Appendix 1. Various Taxonomies of Communication Strategies

Tarone (1977)	Færch & Kasper (1983b)	Bialystok (1983)	Paribakht (1985)	Willems (1987)
AVOIDANCE Topic avoidance Message abandonment	FORMAL REDUCTION Phonological Morphological Syntactic Lexical	L1-BASED STRATEGIES Language switch Foreignizing Transliteration	LINGUISTIC APPROACH <i>Semantic contiguity</i> -Superordinate -Comparison * Positive comparison Analogy Synonymy * Negative comparison Contrast & opposit. Antonymy <i>Circumlocution</i> -Physical description * Size * Shape * Color * Material -Constituent features * Features * Elaborated features -Locational property -Historical property -Other features -Functional description <i>Metalinguistic clues</i>	REDUCTION STRATEGIES Formal reduction -Phonological -Morphological -Syntactic -Lexical Functional reduction -Message abandonment -Meaning replacement -Topic avoidance
PARAPHRASE Approximation Word coinage Circumlocution	FUNCTIONAL REDUCTION Actional red. Modal red. Reduction of propositional content -Topic avoidance -Message abandonment -Meaning replacement	L2-BASED STRATEGIES Semantic contiguity Description Word coinage	-Physical description * Size * Shape * Color * Material -Constituent features * Features * Elaborated features -Locational property -Historical property -Other features -Functional description <i>Metalinguistic clues</i>	ACHIEVEMENT STRATEGIES Paralinguistic strategies Interlingual strategies -Borrowing/code switching -Literal translation -Foreignizing Intralingual strategies -Approximation -Word coinage -Paraphrase * Description * Circumlocution * Exemplification -Smurfing -Self-repair -Appeals for assistance * Explicit * Implicit * Checking questions -Initiating repair
CONSCIOUS TRANSFER Literal translation Language switch	-Topic avoidance -Message abandonment -Meaning replacement	NON-LINGUISTIC STRATEGIES	CONTEXTUAL APPROACH Linguistic context Use of L2 idioms and proverbs Transliteration of L1 idioms and proverbs Idiomatic transfer	
APPEAL FOR ASSISTANCE			CONCEPTUAL APPROACH Demonstration Exemplification Metonymy	
MIME	ACHIEVEMENT STRATEGIES <i>Compensatory strategies</i> -Code switching -Interlingual transfer -Inter-/intralingual transfer -IL based strategies * Generalization * Paraphrase * Word coinage * Restructuring -Cooperative strategies -Non-linguistic strategies <i>Retrieval strategies</i>		MIME Replacing verbal output Accompanying verbal output	

Appendix 2. Various Taxonomies of Communication Strategies (Cont.)

Bialystok (1990)	Nijmegen Group	Poulisse (1993)	Dörnyei & Scott (1995a, 1995b)
ANALYSIS- BASED STRATEGIES	CONCEPTUAL STRATEGIES Analytic Holistic	SUBSTITUTION STRATEGIES	DIRECT STRATEGIES <i>Resource deficit-related strategies</i> * Message abandonment * Message reduction * Message replacement * Circumlocution * Approximation * Use of all-purpose words * Word-coinage * Restructuring * Literal translation * Foreignizing * Code switching * Use of similar sounding words * Mumbling * Omission * Retrieval * Mime <i>Own-performance problem-related strategies</i> * Self-rephrasing * Self-repair <i>Other-performance problem-related strategies</i> * Other-repair
CONTROL- BASED STRATEGIES	LINGUISTIC/ CODE STRATEGIES Morphological creativity Transfer	SUBSTITUTION PLUS STRATEGIES RECONCEPTU- ALIZATION STRATEGIES	INTERACTIONAL STRATEGIES <i>Resource deficit-related strategies</i> * Appeals for help <i>Own-performance problem-related strategies</i> * Comprehension check * Own-accuracy check <i>Other-performance problem-related strategies</i> * Asking for repetition * Asking for clarification * Asking for confirmation * Guessing * Expressing nonunderstanding * Interpretive summary * Responses
			INDIRECT STRATEGIES <i>Processing time pressure-related strategies</i> * Use of fillers * Repetitions <i>Own-performance problem-related strategies</i> * Verbal strategy markers <i>Other-performance problem-related strategies</i> * Feigning understanding

Appendix 3. A 15-Point Checklist of Criteria for Good Thematic Analysis

Table 2: A 15-Point Checklist of Criteria for Good Thematic Analysis

Process	No.	Criteria
Transcription	1	The data have been transcribed to an appropriate level of detail, and the transcripts have been checked against the tapes for 'accuracy'.
Coding	2	Each data item has been given equal attention in the coding process.
	3	Themes have not been generated from a few vivid examples (an anecdotal approach), but instead the coding process has been thorough, inclusive and comprehensive.
	4	All relevant extracts for all each theme have been collated.
	5	Themes have been checked against each other and back to the original data set.
	6	Themes are internally coherent, consistent, and distinctive.
Analysis	7	Data have been analysed - interpreted, made sense of - rather than just paraphrased or described.
	8	Analysis and data match each other - the extracts illustrate the analytic claims.
	9	Analysis tells a convincing and well-organised story about the data and topic.
	10	A good balance between analytic narrative and illustrative extracts is provided.
Overall	11	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase or giving it a once-over-lightly.
Written report	12	The assumptions about, and specific approach to, thematic analysis are clearly explicated.
	13	There is a good fit between what you claim you do, and what you show you have done - i.e., described method and reported analysis are consistent.
	14	The language and concepts used in the report are consistent with the epistemological position of the analysis.
	15	The researcher is positioned as active in the research process; themes do not just 'emerge'.

Appendix 4. Asking for Permission from the Publishing House for Evaluating *Cambridge English Empower*

Akademik çalışma izni



Kubra Yagar <kubrayagar@gmail.com>

24 Şubat Pzt 15:35 (5 gün önce)



Alıcı: istanbul

Merhabalar,

Ben Kübra Yağar. Çağ üniversitesinde İngilizce hazırlık bölümünde öğretim görevlisi olarak çalışmaktayım. Çukurova Üniversitesinde ise yüksek lisans öğrencisiyim ve tez aşamasındayım. Tezimde kurumumuzda kullandığımız Cambridge Empower Series kitaplarının incelemesini gerçekleştirdim. Bunu da daha önce Türkiye direktörüyle mailleşerek izin alarak yaptım. Fakat bu maili malesef bulamamaktayım ve tezime eklemek için bir onaya ihtiyacım var. Çalışmanın yapılabilirliğine ve siz tarafından bir sorun teşkil etmeyeceğine dair.

Sizden ricam mail yoluyla çalışma yapılabilirliğine dair sizden onay alabilirsem çok mutlu olurum.

Şimdiden çok teşekkür ederim sizden haber bekliyorum,

Kübra Yağar



Appendix 5. Asking for Confirmation about the Origins of the Characters in *Cambridge English Empower* for the Course-book Evaluation

Asking for help! ▷



Kubra Yagar <kubrayagar@gmail.com>

28 Kasım Per 17:16 (4 gün önce)



Alici: directs ▾

To whom it may concern,

My name is Kubra. I am currently working at Cag University, Turkey as an ELT instructor in the School of Foreign Languages. I am also an MA student at Cukurova University and this term I am supposed to defend my thesis. In our department, we have been using coursebooks published by Cambridge University Press. So, as a part of my MA study, I am evaluating the four levels of (A1,A2,B1,B1+) "Cambridge Empower Series" in terms of ELF (English as a Lingua Franca)-aware language teaching and strategies. For this reason, I am examining the audios and audio-visual materials of the series. I am supposed to categorize the characters based on their nationalities. In short, I need a confirmation about the origins of the characters in the book so that I can show it to my professors as a proof when defending my thesis. I urgently need a list which includes where the characters are actually from.

If you like, I can send you a list of the characters or you could send me info about this.

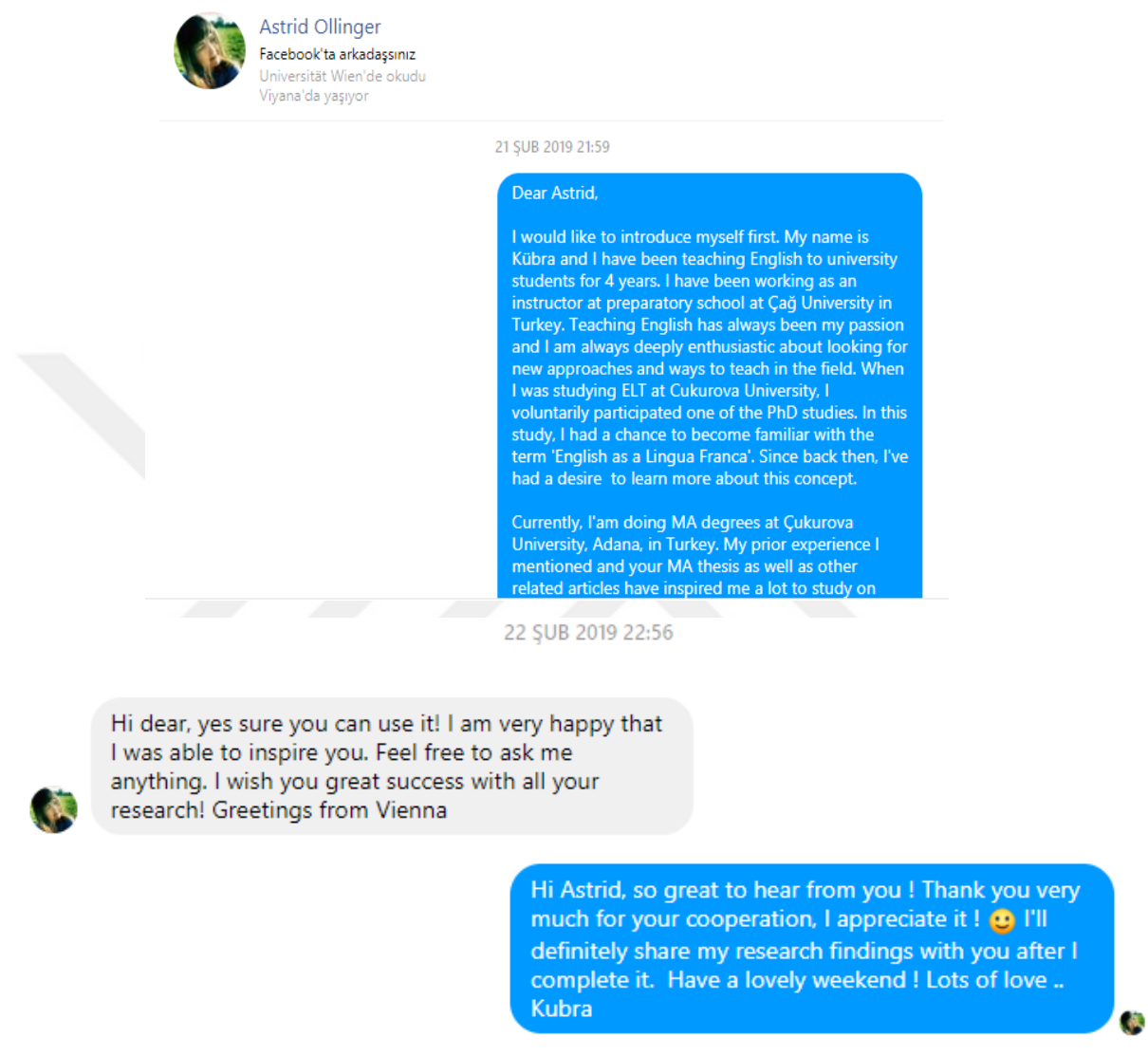
Could you please help me with this? I urgently need your help !

Looking forward to hearing from you very soon !

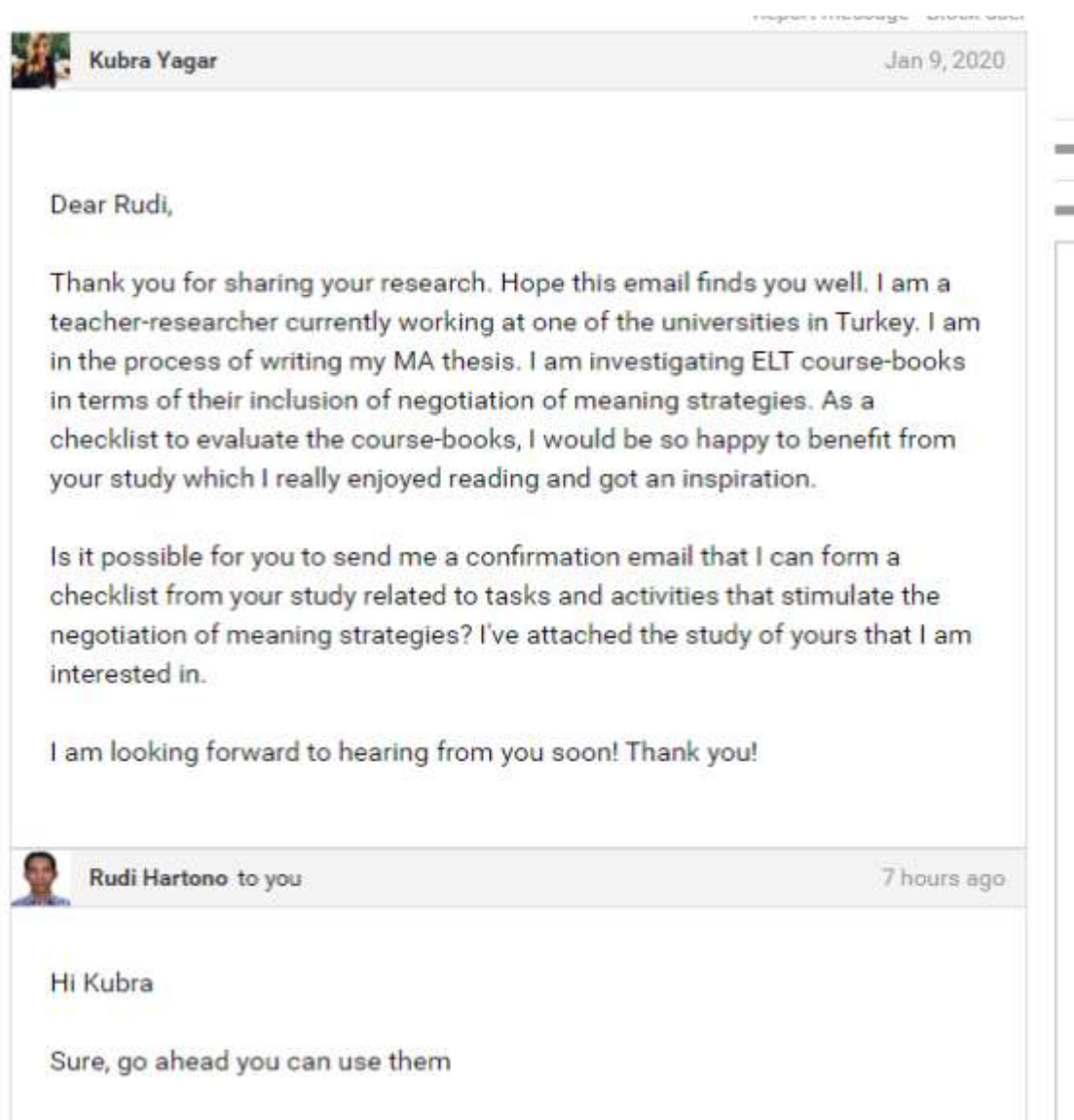
Kind regards,

Kubra Yagar
English Language Instructor

Appendix 6. Permission from Ollinger (2012) to Form a Checklist based on her Study's Findings



Appendix 7. Permission from Hartono (2017) to Form a Checklist Based on His Study's Findings



Appendix 8. Questionnaire for English Language Instructors

Researcher: Kübra YAĞAR

Academic Institution: Çukurova University

Dear Colleague,

This questionnaire aims to identify perceptions of English language instructors on the negotiation of meaning strategies in relation to acknowledged course-books as well as their teaching practices. The questionnaire will take approximately 10-15 minutes to fill out. Your participation is entirely voluntary. All the data provided from the questionnaires will be kept strictly confidential and only used for scientific purposes. For the findings and questions about the study and/or your participation, feel free to contact me through this e-mail address: kubrayagar@gmail.com.

Thank you very much for your participation!

I know my name will be confidential and my participation is completely voluntary. I am also aware that I am free to withdraw from participation at any time during the study. I have read and understood the information above, and agree to participate in this study.

Date:

Participant's signature:

Part 1: Background Information

Please write or select the suitable answer(s).

Name & Surname: _____

Gender: a) Male b) Female

Date of birth: _____

Teaching Experience:

a) 2 years or below b) 3-4 years c) 5-7 years d) 8 years and more

BA Degree:

- a) ELT
- b) English Language and Literature / American Culture and Literature
- c) Translation and Interpretation
- d) Linguistics
- e) **Other:** _____

Your last degree:

a) BA b) MA c) PhD

Group(s) you are currently teaching:

a) Beginner b) Elementary c) Pre-Intermediate

Part 2: Negotiation of meaning strategies

Please circle the answer(s) that is/are correct for you.

- a) I have heard of the negotiation of meaning strategies before.
- b) I know what negotiation of meaning strategies is.

- If you selected only 'a' option, please get help from the Table below for the next page.

NEGOTIATION OF MEANING STRATEGIES

- ❖ Negotiation of meaning strategies is used by speakers and interlocuter to make meaning comprehensible, to achieve mutual understanding and to avoid misunderstandings and communication breakdowns (Richards & Schmidt, 2002).
- ❖ These strategies are listed and exemplified below.

Asking for help:	
Telling one's interlocuter that one cannot say or understand something	
Directly	A: Put it in the oven. B: <i>Put it in the ...? Put it where? / Sorry I don't understand that / Sorry, I can't follow you</i>
Asking one's interlocuter to	
repeat	<i>Can you say that again, please? Pardon?</i>
slow down, spell or write something	<i>Can you speak slowly/spell that/write that down for me, please?</i>
explain, clarify, give an example	<i>What exactly do you mean by...?</i>
say something in the L2	<i>What's the word for ...?</i> <i>I don't know the English word</i> <i>In (Turkish) we say ...</i> <i>How do you pronounce ...?</i> <i>What do you call it when...?</i>
confirm that one has used the correct or appropriate language	<i>Is this correct?</i> <i>I want to replicate the experiement ...replicate, yes?</i>
confirm that one has been understood	<i>Did you get that?</i>
Repeating, summarizing, paraphrasing what one has heard and asking one's interlocuter to confirm	<i>Did you say ...?</i> <i>So you're saying that ... is that right?</i>
Guessing meaning and asking for confirmation	<i>Is it a dishwasher? Yes?</i>
Giving help :	e.g. trying to "adjust" to one's partner language level by speaking slowly, repeating, giving examples, asking if she /he has understood...

Richards, J.C., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). Malaysia: Pearson Education Limited

Mariani, L. (2010). *Communication Strategies: Learning and teaching how to manage oral interaction*. Milano: Learning Paths.

Part 3. Teaching Context and ELT course-books

Görüşlerinizi örneklerle ve kendi cümlelerinizle lütfen belirtiniz. Gerekli görürseniz, iki seçeneği de yanıtlayabilirsiniz.

(Please indicate your opinion with examples in your own words. You can complete both sentences if necessary.)

1. İngilizce hazırlık sınıflarındaki öğrencilere **anlam müzakeresi stratejilerinin öğretilmesi gereklidir.**

(It is necessary to teach the negotiation of meaning strategies to students in English language classes.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)

2. **Anlam müzakeresi stratejilerini öğrencilerime açık bir şekilde öğretiyor ve ders içinde bu stratejileri kullanmalarını bekliyorum.**

(I explicitly and purposefully teach my students the negotiation of meaning strategies and expect my students to use these strategies in-class activities.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)

3. Öğrencilerim **anlam müzakeresi stratejilerini İngilizce olarak sınıf içi aktivitelerde ve tartışmalarda kullanabiliyor.**

(My students can readily apply **negotiation of meaning strategies** in-class activities and discussions in English.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)

4. Kullandığım ders kitabı **anlam müzakeresi stratejilerini** öğretmek adına yeterince aktiviteye yer veriyor.

(The course-books I use include a sufficient number of activities and tasks to teach the **negotiation of meaning strategies**.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)

5. Ders kitabında öğretilmesi hedeflenen **anlam müzakeresi stratejileri** kalıpları ile öğrencilerin sınıf içi iletişim kurarken kullandıkları kalıplar birbiriyle örtüşüyor.

(Expressions for negotiating the meaning in the course-books match up with the ones that my students use when communicating in English.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)

6. Kullanılan ders kitaplarının öğretmeyi hedeflediği **anlam müzakeresi stratejileri** öğrencilerin çok kültürel bir ortamda yabancılarla daha etkili iletişim kurabilmeleri için yeterlidir.

(The number and variety of **negotiation of meaning strategies** in the course-books are sufficient for my students to establish effective communication with other users of English in a multicultural environment.)

a) Katılıyorum çünkü (I agree because)

b) Katılmıyorum çünkü (I disagree because)



Appendix 9. Communication Plus section (A2 Level)

Communication Plus

1A Student A

- a Read this web profile. Answer Student B's questions about Roberto.



Hi! My name's Roberto. I'm from Cancún. It's a nice city by the sea in the south of Mexico. I'm a student at Maryland University in the USA.

- b Ask Student B your questions. Write their answers.

- 1 What's her name? Lois
- 2 What's her nationality?
- 3 What's her home town?
- 4 Where is she now?

- c Now go back to p.11

2A Student A

- a Read about the job. Complete the sentences with the correct forms of the verbs.

Shop assistant

- 1 She starts (start) work at 8:00 am.
- 2 She doesn't work (not work) on Sunday.
- 3 She likes (like) her job because she likes (like) people.
- 4 She doesn't wear (not wear) a uniform.
- 5 People buy (buy) things from her.
- 6 She works (work) in a small shop in the town centre.



- b Read out your sentences. Student B tries to guess the job after each sentence.

- c Listen to Student B's sentences and guess the job.

- d Now go back to p.21

1C Student A

- a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

1

- You want to ask about beginner guitar lessons. Talk to the receptionist at the music school.
- Say what you would like to do.
 - Ask when the first lesson is.
 - Ask where the lesson is.
 - Book a place.

- b Conversation 2. Now look at your second card. Listen to Student B and reply.

2

- You're a receptionist in a language school. Here's some information about an English course:
- Time: 6:20 pm next Tuesday
 - Place: Room 12
 - To book a place, you need the student's name.

4A Student A

- a Conversation 1. Look at the picture. Answer Student B's questions about what's on your stall. Look at the examples.



Have you got any apples on your stall?

Yes, I have.

I'd like some pears, please.

I'm sorry, I haven't got any pears.

- b Conversation 2. You want to buy food to cook dinner. You visit Student B's market stall. Ask about the things in the box. Look at the examples.

lamb eggs one lemon fruit tomatoes mushrooms cheese pears vegetables bread one onion apples

Have you got any eggs on your stall?

I'd like some mushrooms, please.

2C Student A

- a Conversation 1. Read your first card. Think about what you want to say. Then start the conversation with Student B.

1

- You're at Student B's home for the weekend. You'd like to do the following things:
- have something to eat
 - use your friend's computer
 - watch TV

- b Conversation 2. Now look at your second card. Listen to Student B and reply.

2

- Student B's at your home for the weekend. You're good friends but you don't like it when other people use your things, especially your new phone.

Appendix 10. Communication Plus section (A2 Level) (Cont.)

5A Student A

- a Look at your picture. Student B has a similar picture. Ask and answer questions to find six differences.



Is there a park in your picture? Yes, there is. / No, there isn't.

- b Now go back to p. 51

9A Student A

- a Look at your picture for two minutes. What are the people doing? Make notes.



- b Student B has a similar picture. Ask and answer questions to find five differences.

Is Ken drinking coffee in your picture? Yes, he is. / No, he isn't. He's ...

7A Student A

- a You went on a trip from Cape Town in South Africa to Cairo in Egypt. Use the information below to answer Student B's questions about your trip.

countries visited	South Africa, Botswana, Zambia, Tanzania, Kenya, Ethiopia, Sudan, Egypt
transport used	truck, motorcycle, ferry, train
transport not used	plane
opinion	saw fantastic animals, met some amazing people

5C Student A

- a **Conversation 1.** Read your first card. Think about what you want to say. Then call Student C.

- Think of a reason to phone Student C.
 - You call Student C but he/she isn't there. Leave a message with Student B.
 - Student C calls you back. Have a conversation.

- b **Conversation 2.** Now look at your second card. Listen to Student C and reply.

- You return home. Student C has a message for you from Student B.
 - Call Student B back. Have a conversation.

- c **Conversation 3.** Now look at your third card. Start the conversation with Student C.

- Student C calls and you answer the phone.
 - He/she wants to speak to Student B, who isn't there. Take a message.
 - Student B returns. Give him/her Student C's message.

- b Student B went on a journey in South America. Write some questions to ask him/her. Think about:

- countries he/she visited
- transport he/she used
- his/her opinion

Look at the questions in 5c on page 71 to help you.

- c Start the conversation with Student B.

- d Now go back to p. 71

Appendix 11. The syllabus of C lessons in each unit presented in *Cambridge English Empower*

<i>A1 Level Course-books Syllabus (Everyday English- Lesson C)</i>	
UNIT 1	Greeting people, Meeting new people
UNIT 2	Asking for and giving personal information
UNIT 3	Ordering and paying in a cafe
UNIT 4	Asking and talking about photos
UNIT 5	Asking and saying where places are
UNIT 6	Making and accepting offers
UNIT 7	Going shopping
UNIT 8	Making and responding to suggestions
UNIT 9	Making and responding to requests
UNIT 10	Asking for travel information
UNIT 11	Talking about opinions
UNIT 12	Making and accepting invitations
<i>A2 Level Course-books Syllabus (Everyday English- Lesson C)</i>	
UNIT 1	Asking for and giving information
UNIT 2	Asking for things and replying
UNIT 3	Making arrangements
UNIT 4	Arriving at a restaurant; Ordering a meal in a restaurant
UNIT 5	Asking for and giving directions
UNIT 6	Leaving a voicemail message
UNIT 7	Saying excuse me and sorry
UNIT 8	Talking about health and how you feel
UNIT 9	Choosing clothes; paying for clothes
UNIT 10	Asking for help
UNIT 11	Asking for and expressing opinions
UNIT 12	Checking in at a hotel; Asking for tourist information

B1 Level Course-books Syllabus (Everyday English- Lesson C)

UNIT 1	Greeting people; Ending a conversation
UNIT 2	Asking for information in a public place
UNIT 3	Talking to people in shops; Paying at the till
UNIT 4	Making arrangements
UNIT 5	Offers and suggestions
UNIT 6	Asking for and giving advice
UNIT 7	Describing symptoms, Doctors' questions
UNIT 8	Apologies and excuses
UNIT 9	Telephoning people you don't know; Telephoning people you know
UNIT 10	Returning goods and making complaints
UNIT 11	Asking for and giving directions in a building
UNIT 12	Agreeing and disagreeing

B1+ Level Course-books Syllabus (Everyday English- Lesson C)

UNIT 1	Giving and responding to opinions
UNIT 2	Making and responding to suggestions
UNIT 3	Telling a story
UNIT 4	Offering and asking for help
UNIT 5	Giving reasons, results, and examples
UNIT 6	Asking for and giving recommendations
UNIT 7	Making offers and asking for permission
UNIT 8	Generalizing and being vague
UNIT 9	Recommending and responding
UNIT 10	Talking about possible problems and reassuring someone

Appendix 12. Everyday English- C lesson (A2 Level)**2 USEFUL LANGUAGE****Asking for help**

On a **3.48** Look at the different ways to ask for help. Which ones does Annie use? Listen and check your answers.

- 1 Could you help me?
- 2 Can you help me?
- 3 Would you mind showing me?
- 4 Do you mind showing me?

On b **3.49** Tick (✓) the correct sentences. Correct the wrong sentences. Listen and check your answers.

- 1 ☐ Can you explain that?
- 2 ☐ Would you mind tell me?
- 3 ☐ Do you mind explaining it to me?
- 4 ☐ Could you showing me?
- 5 ☐ Would you mind helping me?

On c Match the questions with the correct answers. One answer is correct for both questions.

- 1 Could you help me?
- 2 Do you mind helping me?

- a No problem.
- b Yes, of course.
- c No, not at all.

Appendix 13. Everyday English- C lesson (B1+ Level)

5 USEFUL LANGUAGE

Offering and asking for help

- a  1.67 Complete each sentence with one word. Listen and check.

- 1 Do you think you _____ take them?
- 2 Do you _____ a hand?
- 3 Could I _____ you a favour in return?
- 4 So **what do you** _____?
- 5 I _____ if you could come with me to buy the ring.

- b Add the phrases in **bold** in 5a to the table.

Offers to help	Asking for help

- c Add these questions to the table in 5b.

- 1 Can you do something for me?
- 2 Can you give me a hand (with something)?
- 3 Is there something I can do?
- 4 How can I help you?

- d Complete the conversations with the phrases in 5b. There may be more than one answer.

- 1 A I'm having a fridge delivered this evening.
B _____?
A No, it's fine, thanks.
- 2 A _____ with this report?
B Of course, what do you need?
A _____ check it and see if it makes sense?
- 3 A _____?
B Depends what it is.
A _____ look after my plants while I'm away.

Appendix 14. Exemplary ELF lesson plan

Using L1 to facilitate communication

Presentation

For a long time, there has been a rather negative view of using L1 when communicating in English. It might sometimes be seen as an example of lower proficiency or of not being fluent enough in English:

- However, multilingual individuals, which all learners of English are by definition, frequently use their L1 (or other languages they know) when communicating, to facilitate understanding, express finer shades of meaning or assert their cultural identity.
- In order to be able to do this effectively, students need to develop an awareness of how their multilingual repertoire can be used in ELF communication.

You will need a short dialogue where the interlocutors use their L1 to facilitate communication (see the example between two businesspeople opposite). Ideally, choose one that would reflect the linguistic (and topical) context your students (might) operate in or be familiar with.

Procedure

■ Lead-in

Set the context appropriate for your dialogue.
Ask the students to read the dialogue, and set simple gist questions – situation, context, speakers.

■ Reading

If possible, you could get two colleagues/friends/students of the two nationalities in the dialogue to act it out, so that your students can *listen* rather than only *read*.

■ Discussion

- Ask the students to read the dialogue again and discuss these questions in pairs:
- What does 'réunion' (French)/'reunion' (Spanish) mean in English?
 - Why did F use it?
 - Do you think F knew that S might understand him/her? Why?
 - Why did S use 'réunion'?
 - Do you think he/she didn't know the English word, or might there be another reason (eg establishing rapport, signalling understanding)?
 - What do the words 'Parfait!' and 'Buenísimo!' mean, and why did the speakers use them?
 - Why didn't they use English words ('perfect' and 'brilliant')/'great'?
 - Would it be better if F and S used English words throughout? Why (not)?

Dialogue between Spanish (S) and French (F) businesspeople

- S: So, should I send over the contract?
- F: Yes, please. I think we're ready to sign it.
- S: Great. One last thing. Are you still OK to have another Skype call with me and my team next Thursday as we agreed before?
- F: Hmmmm, not sure ... What time?
- S: We said 4pm.
- F: Let me check ... I'm really sorry, I can't. I have an important ... an important ... you know ... *réunion*?
- S: Mmm.
- F: Yeah, on Thursday at 4pm I have a *réunion* with the whole team here in the department.
- S: Sure, that's fine. And how long will your *reunión* last?
- F: I'm not sure. They tend to be quite long ...
- S: I see. Let me talk to my team and see when we could move our Skype call to. I'll email you, OK?
- F: *Parfait!*
- S: *Buenísimo!* Speak soon.

■ Reflection

Ask the students to think about words from their L1 that they could use in an ELF setting, and to decide when (or who with) these words would be appropriate to use:

- For example, a French person could use the word *réunion* to mean a (business) meeting when communicating with people who speak Spanish, Portuguese or Italian, as all of these languages share cognates of this word.

Share ideas as a class.

Postscript

Ask the students, in pairs, to think of a dialogue that will include both of them plus at least one speaker of a different mother tongue. Emphasise that, whenever possible:

- They should imagine realistic situations, either similar to ones they have taken part in, or ones they *might* take part in, in the future outside the class.
- They should use at least one non-English word.

In the next lesson, the students act out the dialogue.

CURRICULUM VITAE

Adı Soyadı: Kübra Yağar

Doğum Tarihi: 08.09.1993

Öğrenim Durumu:

Derece	Alan	Üniversite	Yıl
Lisans	İngilizce Öğretmenliği	Çukurova Üniversitesi	2015
Yüksek Lisans	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2020

Yüksek Lisans Tez Başlığı: AN EVALUATION OF NEGOTIATION OF MEANING STRATEGIES IN AN ELT COURSEBOOK FROM AN ELF-AWARE PERSPECTIVE

Danışman: Assist. Prof. Dr. Meryem AKÇAYOĞLU MİRİOĞLU

Görevler:

Görev Unvanı	Görev Yeri	Yıl
Öğretim Görevlisi	Yabancı Diller Yüksekokulu- Çağ Üniversitesi	2016

ESERLER

A. Uluslararası hakemli dergilerde yayımlanan makaleler :

-

B. Uluslararası bilimsel toplantılarda sunulan ve bildiri kitabında (Proceedings) basılan bildiriler :

Yağar, K. & Mirioğlu-Akçayolu, M. (2019). Perceptions of EFL Instructors on Negotiation of Meaning Strategies from an ELF Perspective. The European Conference on Education 2019, 19-21 Temmuz-2019. (Tam Metin Bildiri / Bildiri Sunum). ISSN: 2188-1162

C. Yazılan uluslararası kitaplar veya kitaplarda bölümler:

-

D. Ulusal hakemli dergilerde yayımlanan makaleler :-