

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

**PERCEPTIONS AND PRACTICES OF ENGLISH LANGUAGE
INSTRUCTORS ON ELF AND ELF-RELATED ISSUES IN TURKISH HIGHER
EDUCATION CONTEXT**

Zeynep CEYHAN BİNGÖL

MASTER OF ARTS

ADANA / 2018

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MASTER OF ARTS

ADANA / 2018

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Zeynep CEYHAN BİNGÖL

ABSTRACT**PERCEPTIONS AND PRACTICES OF ENGLISH LANGUAGE
INSTRUCTORS ON ELF AND ELF-RELATED ISSUES IN TURKISH HIGHER
EDUCATION CONTEXT****Zeynep CEYHAN BİNGÖL****Master of Arts, English Language Teaching****Supervisor: Assoc. Prof. Dr. Yonca ÖZKAN****June 2018, 153 pages**

Due to changes and improvements in the world, English has reached lingua franca status, which induced plenty of researchers and scholars to focus on English as a lingua franca (ELF). Hence, the number of studies about ELF and ELF-related issues has increased. However, classroom practices of language instructors about ELF perception have been very few in the area. Therefore, this mixed methods sequential explanatory study investigates perceptions of language instructors based on ELF and ELF-related issues, respectively cultural aspects in English language teaching, Standard English and World Englishes, and the dichotomy of native and non-native speakers. It also aims to observe classroom practices of instructors in an ELF context. The quantitative data of the study were obtained through a close-ended questionnaire from 36 English language instructors working at the preparatory school of Çağ University during the Fall Term of 2017-2018 Academic Year. The qualitative data were collected via classroom observation and semi-structured interview conducted with six volunteer instructors. The findings of the study revealed that most of the participants are familiar with ELF and disposed to integrate ELF in their classes. A good number of the instructors consider the integration of cultural elements into classes is crucial for an effective language learning environment. Plenty of the instructors prefer to use Standard English while speaking although they do not encourage students to use SE. Additionally, quite a few instructors mentioned language learners should be familiar with different uses of English in the world. Their classroom practices were also consistent with their views since they focus on communication rather than native norms and integrate different cultures in classrooms.

This study has several implications for language learners, language teachers/instructors, department heads and staff, materials developers and curriculum designers.

Keywords: ELT, ELF, ELF related issues, classroom practices.



ÖZET

TÜRKİYE’DEKİ İNGİLİZCE OKUTMANLARININ ORTAK DİL İNGİLİZCE VE ORTAK DİL İNGİLİZCE İLE İLGİLİ KONULARDAKİ GÖRÜŞLERİ VE SINIF İÇİ UYGULAMALARI

Zeynep CEYHAN BİNGÖL

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Dünyadaki gelişmeler ve değişmeler İngilizcenin dünyadaki yerini etkilemiş ve onu evrensel bir yere taşımıştır. İngilizce eğitimi ve öğretimi alanındaki gelişmelerle ortaya çıkan anlayışlardan biri de Ortak Dil İngilizcedir (ODİ). Bu çalışmanın amacı İngilizceyi yabancı dil olarak öğreten okutmanların ODİ ve a) *İngilizce dil öğretiminde kültürel açılar*, b) *Dünya dili İngilizce ve Standart İngilizce* ve c) *Anadil konuşmacısı ve anadili İngilizce olmayan konuşmacı ikilemi* olmak üzere ODİ ile alakalı konularda görüşlerini almaktır. Buna ek olarak anadili İngilizce olmayan okutmanların sınıf içi uygulamaları gözlemlenip düşünceleri ve uygulamalarının ne kadar örtüştüğü incelenmiştir. Çalışmanın verileri anket, yarı yapılandırılmış görüşmeler ve sınıfiçi gözlemlerden sağlanmıştır. Akdeniz Bölgesi’nde özel bir üniversitede hazırlık okulunda çalışan 36 okutman anketi yanıtlamış, katılımcılardan gönüllülük esasına göre seçilen 6 katılımcı ile görüşmeler yapılmış ve toplamda 6 sınıf gözlemlenmiştir. Karma yöntemli bu çalışmada iki yönlü yaklaşım kullanılmış, bu yüzden önce okutmanların görüşleri toplanmış sonra görüşmeler ve sınıf gözlemleri yapılmıştır. Elde edilen sonuçlar, çalışmaya katılan okutmanları ODİ ile ilgili bilgiye sahip olduğunu ve sınıf içi uygulamada ODİ’ye olumlu baktıklarını ortaya çıkarmıştır. Okutmanlar dil öğretiminde kültürün ve öğrencilerde kültürel farkındalık yaratmanın önemini vurgulamışlardır. Ek olarak, kendileri Standart İngilizce kullanmayı tercih etmelerine rağmen öğrencileri buna yönlendirmemiş, İngilizce öğrenimini ve öğretimini iletişim odaklı ele almışlardır. Ayrıca, anadili İngilizce olan ve olmayan okutmanların her birinin avantajı ve dezavantajı olduğunu belirtmiş, herhangi birinin diğerinden üstün olmadığını ve işyerlerinde bu ölçüt sebebi ile ayrımcılık olmaması gerektiğini açıklamışlardır. Okutmanların sınıf içi

uygulamalarının da kendi görüşleri ile örtüştüğü sonucuna varılmıştır. Bu çalışma, okutman görüşlerine ek olarak sınıf içi uygulamaları da ele aldığından, İngiliz dili eğitimi alanına önemli katkılarda bulunup çalışmanın yürütüldüğü kuruma, bu alanda kendilerini geliştirmek isteyen okutmanlara, konuyu inceleyen araştırmacılara ve bu alanda araştırmalar yapan bilim insanlarına bilgiler sunacaktır.

Anahtar kelimeler: İngiliz dili eğitimi, ortak dil olarak İngilizce, İngilizce okutman görüşleri, sınıf içi uygulamalar.



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ABBREVIATIONS

ELF	:	English as a lingua franca
ELT	:	English language teaching
NEST	:	Native English speaker teacher
NNS	:	Non-native speaker
Non-NEST	:	Non-native English speaker teacher
NS	:	Native speaker
SE	:	Standard English
WE	:	World Englishes



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CHAPTER I

INTRODUCTION

This chapter gives information based on the background, problem statement, purpose, significance and research questions of the study. Additionally, definition of key terms is presented at the end of this chapter.

1.1. Background to the Study

A language gains the global status if it is known by every country worldwide as an official language or second language (Crystal, 2003). English has this special role because it has been used as an official language over seventy countries in addition to being the most widely taught foreign language in more than 100 countries around the world (Crystal, 2003). According to Graddol (2006), there are approximately two billion people who speak English in the world.

Crystal (1987) indicates over 60 countries speak English as their official or semi-official language and it is a dominant or dominant-like language in six continents. He (1997) also verbalises English has turned into an international language since some countries use English as their second language and some countries teach English in their educational institutions as a foreign language. In view of Graddol (1999), non-native speakers of English have outnumbered the number of native speakers. Additionally, Nunan (2001) identifies that English has become the universal language of communication. Graddol (2006) indicates that interactions are not mostly based on native speakers any more. Kaur (2010) states English has become the chosen language to communicate among speakers having different linguistic and cultural background.

Since English is the global language of the world, there have been various attempts to define the current status of English worldwide. These concepts are *English as an International Language* (Jenkins, 2000), *English as a Global Language* (Crystal, 1997), *English as a World Language* (Mair, 2003), *World English* (Brutt-Griffler, 2002) and *World Englishes* (Kachru, 1992). Although these concepts have slight differences, all of them refer to the fault of the conception based on native norms (Seidlhofer, 2003). Another concept related to current status of English is *English as a Lingua Franca* that reflects English is the communication language between people who have different native languages or different cultural backgrounds (Firth, 1996).

Kachru (1985) points out native speakers are not the only owners of English because their number has decreased. According to him, there is a need for new paradigms, pedagogies and perspectives to be able to understand multilingual contexts. ELF is a paradigm that mentions non-native speakers are more than the number of native speakers so non-native speakers of English should be accepted with their own right rather than native norms (Jenkins, Cogo, & Dewey, 2011). Jenkins (2015) denotes that the evolution of ELF will never finish since the concept continues existing and new perspectives about its nature appears. In today's multilingual world, ELF is a shared communication means which can go beyond countries and cultures (Vettorel, 2016).

The globalization process has raised the importance of learning and teaching English worldwide. ELF is a field which deals with important topics not only in sociolinguistics (Seidlhofer, 2011) but also in cultural studies (Seidlhofer, 2001; Bayyurt, 2006) and psychology (Medgyes, 1994; Seidlhofer, 2001). According to Sifakis (2009), ELF is generally related to oral English communication emerging usually non-native speakers of English. Therefore, the issues about ELF can be categorized into two: one of them is primary and the other one is secondary. The first category deals with both linguistics and communication concerns such as lexicogrammar elements and generalization of ELF pragmatics while the second category is about ELF-users' awareness of not only communication but also attitude, culture, history, policy and pedagogy related issues such as role of native speakers, various Englishes in the world and identities of language users.

One of the important issues in language teaching is culture integration. Tseng (2002) asserts that culture is a key element in language teaching because it is a continuous process. According to McKay (2002), source, target and international culture should be integrated into language classes to meet various needs of language learners. Canagarajah (2005) refers that culture is a common and blended element so it does not belong to a particular territory in global world. Pennycook (2007) expresses globalization in language and culture helps students to get different interaction forms and cultural identities. Baker (2009a) points out that ELF is based on multilingual and multicultural interactions so the culture in the class should contain not only local and target but also global issues.

Other significant issue in language teaching is Standard English (SE) or World Englishes (WE). The debates based on SE and WE were mooted by Kachru (1985) and Quirk (1985). Quirk (1985) asserts there should be a common standard for English in every situation. He also suggests language teachers should base their teaching on native

norms and native-like performance. In response to him, Kachru (1985) mentions native norms are not appropriate for all uses of English in various contexts. Therefore, he points out there is a need for new pedagogies, perspectives and paradigms to correspond to linguistic and cultural varieties in the world. Cook (1999) interprets there is a need for language teaching pedagogy which goes beyond the idea of being like a native and focuses on more update education.

As the number of non-native speakers (NNSs) has become more than native speakers (NSs) (Graddol, 1997), a debate based on the native English speaking teacher (NEST) and non-native English speaking teacher (non-NEST) has initiated. Medgyes (2001) points out that this debate should not be underestimated or denied, instead it should be studied. Canagarajah (2005) remarks 80 percent of English language teachers are non-native speakers around the world. Therefore, the ELT field has changed its direction from native speaker ideal to both NEST and non-NESTs population (Matsuda & Matsuda, 2001). In consistent with them, Tajeddin and Adeh (2014) reveal that institutions should not discriminate between NESTs and non-NESTs.

The globalisation in the world has affected English language teaching pedagogy. As McKay (2002, p.1) explains “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language”, teaching of native norm based English and native speaker ideal have been questioned. To correspond to various uses of English, needs of multilingual and multicultural language learners, lingua franca use of English should be considered in language teaching and learning approaches. ELF differs from EFL in terms of being Global Englishes paradigm in which NNSs and various uses of English are embraced as their own uniqueness instead of NS norms based English.

1.2. Problem Statement

The changes in the world have affected languages. In company with the changes in the world, English language has already become a world language. Crystal (1987) indicates over 60 countries speaks English as their official or semi-official language and it is a dominant or dominant-like language in six continents. Nunan (2001) mentions English is the language of science, business, education, technology and even the Internet and entertainment. Additionally, it is the main language of books, science, technology,

music, art and other important areas in our lives. Nowadays, people use or are exposed to English in many parts of their lives from education to entertainment.

While the world is changing and globalising day by day, English language is also evolving and has already become a world language. In another words, it can be said that the people using English to communicate not only NSs but also NNSs around the world who own various cultures, races, backgrounds and languages. Crystal (2014) emphasizes the number of NNSs is five times more than NSs. Since there are many learners in the world having different mother tongue, English Language Teaching (ELT) concepts are changing in order to fulfil need of learners and keep up with the time.

Globalisation in the world has brought English as lingua franca (ELF) concept. As English is widely spoken by those NNSs in order to communicate, ELF concept reflects a world English rather than a standardized English. Seidlhofer (2000) verbalises that ELF should be understood not only as a global form of English as a mother language but also a form which spreads and improves independently with a lot of variations proper enough to communicate. It may be commented ELF concept suggests encouraging students with multilingual ideas to enable them to communicate. Although this concept does not ignore Standard English, ELF in general mentions to support and enable language learners to be able to communicate in various situations (Kirkpatrick, 2012).

Kachru (1997) defines ELF is not only a language for specific purpose or international language but as a language having linguistic and functional features. Jenkins (2000) clarifies ELF is purely the communication language only used by non-native speakers. According to Seidlhofer (2005), ELF is more general version of World Englishes. Doel (2007) explains ELF is supposed to be based on non-native interaction, yet it also focuses on how non-native interaction should be. Although ELF does not ignore the Standard English (SE), it mentions a diversity which provides an opportunity for learners to be aware of different cultures and accents in the world.

In recent years, there have been various research based on ELF and ELF-related issues to present opinions, discussion debates and pedagogical implementations. However, a great number of language teachers/instructors do not have information about ELF and they are not willing to or may be resistant to integrate ELF in their language pedagogy (Widdowson, 2012). In view of Bayyurt and Sifakis (2017), views of language teachers must be considered and reflected in order to make reforms in ELT pedagogy. Many language teachers still adopt a native norm based approach that neglect needs of language learners in a global world (Jenkins, 2012). However, *post-normative approach*

by Dewey (2012) aims to enable teacher and teacher educators be aware of varieties of English and different needs of students based on their language learning environment and interaction context.

Since English instructors are one of the key elements in language teaching, they should raise learners' awareness of English diversity and prepare them for possible situations they may face in the future. There are some studies conducted about ELF such as "English as lingua franca: A teacher's perspective" by Ur (2010), "Non-native teachers' attitudes towards English as lingua franca" by Soruç in 2015, "English as a lingua franca: Reflections on ELF-related issues by pre-service English language teachers in Turkey" by Deniz, Özkan and Bayyurt (2016), and "Pre-service English teachers' attitudes towards English as a lingua franca" by Curran and Chern in 2017. However, there is a deficiency in what English instructors think about ELF related issues and whether they practise these issues in class or not.

The study investigates the perceptions and classroom practices of English instructors in Çağ University Preparatory School about ELF, culture in language classrooms, Standard English and World Englishes and native and non-native speaker dichotomy. The study is conducted through a questionnaire, classroom observation and semi-structured interview to get both quantitative and qualitative data. The study findings are grounded on *post-normative approach* of Dewey (2012). This mixed-method sequential explanatory study may contribute to the instructors who would like to improve themselves in the field of ELT, the institutions open to improvements on the field of ELT and the educationalists eager to obtain information about ELF related issues.

1.3. Purpose of the Study

The aim of this study is to find out how English language instructors perceive ELF and related issues concerning cultural aspects in English language teaching, Standard English and World Englishes and the dichotomy of native speaker and non-native speaker. Moreover, this study purposes to elicit how these issues are practised in ELT context and investigates whether there is consistency between perceptions of language instructors and their classroom practices.

The study provides information for educationalist about perceptions of English language instructors on ELF and ELF-related issues since it reflects views of English language instructors. Additionally, it represents some classroom practices of these

instructors about ELF and ELF-related issues, since there are limited studies in terms of instructors' perception of ELF and ELF-related issues and their classroom practices. Therefore, the study gives information for curriculum developers and text book writers about integrating ELF and related issues in language teaching curriculums and text books. Moreover, this study contributes to the teachers who are eager to benefit from ELF in their classroom practices due to the practices reflected in the study. It also provides insights to the researchers who are willing to conduct research about ELF and ELF-related field.

1.4. Significance of the Study

As the world is changing and globalising, English has had an important place in people's lives. English has gained its world language status with large majority of people who think learning and speaking English are vital for their lives. Crystal (2003) emphasizes that approximately only one of every four speakers of English is native speaker. Variable rates of NSs and NNSs cause some changes in English language teaching. In view of Firth (1996), ELF concept explains in most situations English is a communication language among people having different mother tongues or cultures. Seidlhofer (2005) depicts that ELF has come out as a way of communication between speakers who have different languages.

The number of studies about ELF related issues has increased in order to understand and respond the needs of learners and teachers. Therefore, different studies related to ELF perspective have been conducted worldwide by various researchers (Curran & Chern, 2017; Deniz et al., 2016; İnceçay & Akyel, 2014). However, the studies on this topic are generally related to perceptions of language learners and/or teachers rather than real classroom practices. Additionally, the studies based on Turkish context and ELF integration are few in number and many of the English instructors have limited ideas on ELF related issues despite changing language teaching concepts and paradigms. Thus, the field of obtaining perceptions of English language instructors about ELF and ELF-related issues and their classroom practices are not still explored in a detailed way. As ELF reality exists all around the world, it has become more of an issue to explore what the practitioners in class think about ELF. Therefore, this study presents real classroom practices of the voluntary instructors in addition to obtaining perceptions of instructors, which enables to show consistency or inconsistency between their views and practices.

The perceptions of English language instructors on ELF and ELF-related issues concerning cultural aspect in language teaching, Standard English and World Englishes, the dichotomy of native and non-native speakers of English and the classroom practices of English language instructors on these issues require more attention and more research in the related literature. Therefore, this study could be an initiative so as to fill the gaps in the field in terms of combining and comparing instructors' perceptions with their classroom practices. Additionally, the study is original in terms of reflecting classroom practices of the instructors and provides authentic and rich input in regards to in-class practices. Moreover, as there is no study conducted at Çağ University Preparatory School on ELF and ELF-related issues, this study might be the first example in terms of the place conducted, the English instructors whom the study focuses on and the classroom practices. Thus, the study can also supply information which can be beneficial for the university itself, its curriculum, English instructors and the students studying at the preparatory school.

1.5. Limitations of the Study

The study was conducted with 36 English language instructors working at Çağ University Preparatory School in Mersin, Turkey in Fall Term of the academic year 2017-2018. Although there are 48 English language instructors working there, the questionnaires were distributed to 42 language instructors because it was the number of the instructors that were available when the questionnaires were delivered. In total, 36 of the instructors filled out the questionnaire because two of them mentioned they did not have time, yet four of them did not explain any reason for not participating. Since there is no possibility to reach all English language instructors working in various universities in Turkey, the findings cannot be generalised to all English language instructors in Turkey.

Due to timetable of the researcher and voluntary basis, it was not possible to observe all the instructors' classroom practices. Therefore, three classes from each level, beginner, elementary and pre-intermediate, were observed depending on the weekly schedule of the researcher and participating instructors. Due to weekly schedule of the researcher and instructors, it was not possible to observe many classes several times. Therefore, the classroom practices may not reflect classroom practices of all instructors in the institution.

The data related to classroom practise may not reflect the instructors' personal opinions and beliefs since there is a high commitment to the institution's schedule which is put forward by the administration. The instructors are supposed to follow the schedule strictly so they might not have enough time to implement activities related to their personal views and beliefs.

The presence of the researcher in the class may affect the behaviour of English language instructor so it may have an influence on the practice of ELF and ELF-related issues in class. It may not be strictly asserted that each instructor could reflect his/her ideas to classroom practices.

NESTs could not be interviewed and observed since they were not voluntary to take part in the study. Therefore, it was not likely to compare views and classroom practices of NESTs with non-NESTs. A study including classroom practices of both NESTs and non-NESTs may reveal detailed information about similarities and differences on practices of NESTs and non-NESTs in terms of ELF and ELF-related issues.

1.6. Research Questions

The main aim of this study is to find out how English language instructors perceive ELF and ELF-related issues. Moreover, it purposes to elicit how these issues are practiced in English language classrooms. This study was conducted in order to seek answers to the following research questions:

1. What are the ELF perceptions of English language instructors?
2. What are the ELF perceptions of English language instructors on the issues concerning:
 - a. Cultural Aspects in English language teaching
 - b. Standard English and World Englishes
 - c. The dichotomy of native and non-native speakers
3. How are these ELF issues practised in the non-native English language instructors' classrooms?
4. Is there any consistency between English language instructors' ELF and ELF related issues perspectives and in-class practices?

1.7. Definition of Key Terms

1.1. This section presents a general insight into key terms which have been used throughout the study. To be able to understand and examine of the terms in detail, the reader should review the whole study.

- a) **Culture:** is a system acquired socially and what decides how we perceive and define the things (Alptekin, 1993).
- b) **English as a Lingua Franca (ELF):** “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Seidlhofer, 2011, p. 7).
- c) **English as a Lingua Franca (ELF) Pedagogy:** the pedagogy which implies that native norms and SE is irrelevant to focus on language teaching, yet it welcomes varieties and diversities in use of English as long as it is comprehensible and intelligible (Bayyurt & Sifakis, 2015a).
- d) **Native English Speaking Teacher (NEST):** English language teachers whose first language is English.
- e) **Native speaker (NS):** A person learning the language in childhood as a mother tongue and continuing it during adulthood by reaching a level of proficiency (Mora, 2006).
- f) **Non-native English speaking Teacher (Non-NEST):** English language teachers whose mother tongue is not English.
- g) **Non-native speaker (NNS):** Anybody who uses a language as second language or foreign language (Cook, 1999).
- h) **Normative Approach:** The approach which is grounded on adopting a single variety of English (British or American mostly) in language classes (Sifakis, 2007).
- i) **Post-Normative Approach:** the approach which aims to enable teachers and teacher educators to be aware of varieties of English and different needs of students based on their language learning environment and interaction context (Dewey, 2012).
- j) **Standard English (SE):** “is purely a social dialect” (p.32) which has been promoted through educational institutions (Jenkins, 2003).

- k) World Englishes (WE):** Different varieties of English which are used in different sociolinguistic context (Kachru, 1992).



CHAPTER II

LITERATURE REVIEW

In this chapter, ELF and ELF related issues respectively cultural aspects in ELT, Standard English and World Englishes and the dichotomy of native and non-native speaker will be discussed in a detailed way.

2.1. English, the Spreading Language

There are many people around the world and those people have different languages to communicate. One of those many languages spoken by people is English having a long history. According to Hogg and Denison (2008), English was one of the dialects of Germanic branch of Indo-European. Although it was just a dialect at the beginning, with the help of immigrations, invasions and globalisation, it became a language which was started to spoken by people living in different parts of the world. Graddol (1997) predicts that English will be the language which is used in multilingual context and for communication among non-native speakers.

In view of Crystal (1997), English has turned into a global language because of two reasons and these reasons are that English has been the official language in some countries and it has also been taught as a foreign language in educational institutions in some countries. He also mentions that structural properties only do not make a language global, but its lexical items and cultural features also help it to be globalised (2003). Additionally, he explains the main reason of a language becoming global is its power. Graddol (2000) states English has spread in the world due to the colonial expansion of Britain and the leader role of US in science, technology and culture. Mauranen (2018) acknowledges that there are two significant things about English as a lingua franca; it is the most spreading language worldwide and it is used more by a lot of people whose first language is not language than native speakers of English.

When a language gains its global status, it means that it is recognized in the world as an official language which is used in government agencies and educational institutions, or as a foreign language. The number of people speaking English has risen due to changes in the world and English has become a language not only for education, science, music, sports, the Internet but also for communication among different cultures (Crystal, 2003). Dollerup (1996) indicates English has become the primary language in Europe because

of entertainment. Although it has been used for various purposes in the world, it may be said that English has become the global language because of its using worldwide.

Kachru (1992) puts forward three concentric circles presenting how English language is acquired and used currently.

- The *inner circle* is based on “traditional, cultural and linguistic bases of English” (p.356) and it includes the USA, UK, Ireland, Canada, New Zealand, and Australia.
- The *outer circle* is related to non-native varieties of English which is an official or second language but not the primary language. Bangladesh, India, Kenya, Malaysia, Nigeria, Pakistan, Philippines, Singapore and more than 50 other territories are included in this circle.
- The *expanding circle* refers the countries where there is no colonisation but English has become an international language and is used as a foreign language. The circle includes countries such as China, Greece, Japan, Poland, Russia, Turkey and many other nations worldwide.

As Figure 1 depicts, there are a lot of countries in *expanding circle* where English is used as a foreign language or a medium of communication internationally. Since there is no English colonisation in history of Turkey and English is widely used as a foreign language, Turkey can be included in the Expanding Circle countries.

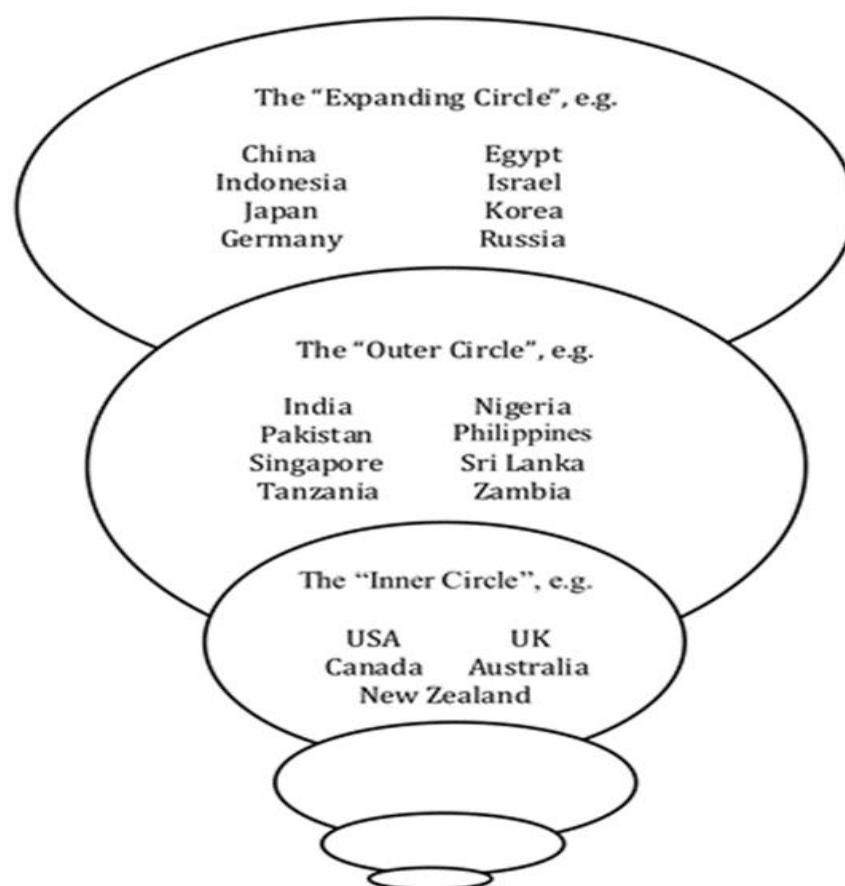


Figure 1. The revised model of three circles of English.

Source: Kachru, 1991, p.179.

Pennycook (2003) mentions the shortcoming of WE model is its limitations of Englishes by national borders. However, ELF communications enable speakers from all circles to be able to communicate in their own situation (Prodromou, 2003). In view of Matsumoto (2011), Kachru's *Three Circles* and hence *World Englishes* paradigm deal with non-native speakers especially in the *outer circle*. However, it does not regard the role of English in the *expanding circle*. She also denotes that ELF context is limited to neither national boundaries nor circles.

According to Graddol (1999), the discussions about the place of English in the world are generally based on numbers, especially growing numbers of the speakers. Crystal (1997) mentions it is backbreaking to get certain numbers of English speakers in the world. In view of Romaine (2009), English has already turned into the language of globalised word and it is nearly impossible to know how many people speak English as their mother or second language, yet some researcher estimate that native speakers of

English are 375 million while the number of second language users is approximately 1,5 billion.

Graddol (1999) indicates the number of people speaking English as their second language would grow in the twentieth century. Whether it is an official language, dominant language or an important language, people live in a world where English is available in different rates (Crystal, 2003) since interaction among people in the world is becoming faster. A quarter of the world population speaks English nowadays and English belongs to the world and non-native speakers who are more than native speakers (British Council, 2003).

2.2. English as a Lingua Franca Concept

1.2. Due to the number of people speaking English, English has attained a lingua franca status. Therefore, several scholars/researchers have conducted studies on ELF mentioning its various aspects. ELF definitions and its place in the globalised world, in the field of ELT, in language pedagogy and in teacher education, and studies on ELF are presented in detail in this section of the study.

2.2.1. English as a Lingua Franca

Graddol (1999) forecasts future of English will be more related to trends to uses of it as a second language than the number and power of its speakers. Nowadays, the society is becoming more communicative due to changes in the world and people need to be able to communicate with each other in various situations. Therefore, English has turned into a world language –a lingua franca- in education, media, business, entertainments and the Internet. Today, English is the global language in the world and millions of people from different cultural and linguistic backgrounds use English in order to communicate in their personal, academic and professional lives.

Since English is the global language of the world, there have been various attempts to define lingua franca related language concepts. Some concepts such as *World Englishes (WE)*, *International English (IE)* and *Global English (GE)* have some differences although they sometimes substitute each other. Samarin (1987) specifies that lingua franca is “any lingua medium of communication between people of different mother tongues, for whom it is a second language” (p.371). In general, lingua franca can

be defined as the communication language among people who do not have same mother tongue (Hujala, 2009).

In ELF history, there have been various approaches to identify ELF concept from different viewpoints. Jenkins (2000) has compiled Lingua Franca Core (LFC) and also specified non-core features which do not crucially affect mutual intelligibility. The second aspect of ELF emphasises that ELF is a variable and fluid “social practice” and not related to restricted varieties therefore focus of ELF research should be on different uses of ELF speakers (Seidlhofer, 2009a, 2009b). Jenkins (2015), later, divides ELF definitions in three aspects: first, it has been based on form of the language and defined as a variety or a language, then it has become a social practice and later turned into sociocultural process. According to Kohn (2018), there are two main conceptualisation of ELF: while one of them is regarded as a variety of English in its own right and linguistic based, the other one approaches ELF as communicative interaction that helps learners to develop their own abilities to use English under various conditions.

There are different approaches to and accordingly different definitions of English as a lingua franca (ELF) concept. Firth (1996) identifies it is the contact language of people not sharing a common language or culture, and for whom English is the communication language. Kachru (1997) defines ELF as a language with its full linguistic and functional features. In line with Firth, House (1999) describes “ELF interactions occur between conversationalists of different language backgrounds, for none of whom English is the mother tongue” (p.74). According to Jenkins (2006b), although EFL aims to prepare language users to communicate with native users, ELF perspective focuses on enabling users to communicate with multilingual people. Seidlhofer (2009a), however, denotes ELF communication is not only based on *Expanding Circle* countries, but it covers all three circles. Bartolo (2014) denotes language users with different cultural and linguistic background have communicated globally and adopted English as lingua franca in which the language is used to communicate in various contexts. Mauranen (2018) states that ELF is not a communication language based on a specific community but it is used to communicate by people from various parts of the world.

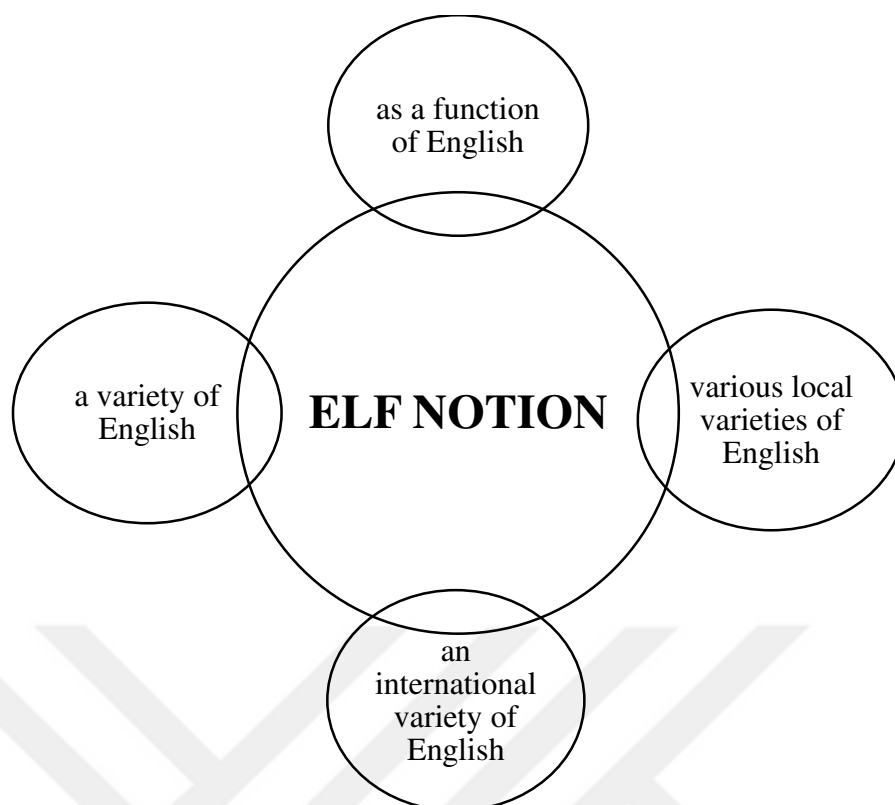


Figure 2. The notion of ELF (Saraceni, 2008)

Seidlhofer (2004) points out that lingua franca term does not have any native speakers and mentions ELF is more detailed concept of English as an International Language (Seidlhofer, 2005). Jenkins (2007) states ELF is a concept which has its own features and is used by people who have different mother tongue and ELF is not mono-centric and does not mean to establish a single language norm. Prodromou (2008) indicates “the speech community of ELF is by definition diverse and heterogeneous” (p.57). In line with Prodromou, Berns (2009) indicates ELF is most commonly used in the world and millions of people from different cultures use ELF in their daily lives with various purposes. The differences among definitions mean that ELF can be a common communication means and it may not be fixed in a certain definition. Jenkins (2015) points out that ELF refers to enormous variability and dynamic fluency so it cannot be limited. Therefore, ELF researchers and scholars should have updated conceptualisation with reference to new studies based on ELF. Mauranen (2018) points out that ELF is not limited to use in business, politics or education; yet it is also spoken by tourists, immigrants or anyone else.

In contrast to scholars supporting ELF concept, there are some scholars considering ELF is not developed well-enough. Canagarajah (2007) specifies that ELF

has various communicative medium so it is inter-subjectively formed in each situation. On the other hand, Saraceni (2008) depicts the demand for English will possibly increase more so more people will learn broken English which is proper enough to communicate in the way they learnt. Additionally, O'Keeffe, McCarthy and Carter (2007) argue that ELF is existing as a variety of English rather than as a function of English and this variety is a 'reduced' form of native English which does not use idioms and other native features. However, Jenkins (2006a) remarks ELF is different from EFL and it is not a failed form of ENL. Additionally, Hülmbauer (2007) implies the difference between ELF and EFL is that ELF user does not aim at mainly communicating with native speakers or speaking like native speakers of English.

2.2.2. ELF in the Globalised World

Held, McGrew, Goldblatt and Perraton (1999) (as cited in Dewey, 2007) categorize globalisation through three principles: hyperglobalist, sceptical and transformationalist. In hyperglobalist principle, globalisation is power of the era in which there is homogeneity in economy, politics and social life. For sceptical perspective, national states have still had the power on economy, politics and social life and interdependence is on the surface level. For the transformationalist, globalisation the incentive force for rapid changes in economy, politics and social life. Dewey (2007) explains that when these principles are approached in terms of English, hyperglobalist framework refers to linguistic imperialism and English used internationally; sceptical framework is related to native-norms based ELT with no crucial change; transformationalist framework presents the need for significant changes in socio-political world. ELF is related to transformationalist framework because it is innovative with respect to modification of linguistic resources and responsive to changes in the world

As a result of changing and globalising world, English language has evolved already turned to be a world language. According to Crystal (1997) English has turned into a global language because of two reasons and these reasons are that English has been the official language in some countries and it has also been taught as a foreign language in educational institutions in some countries. He (2003) also mentions that structural properties only do not make a language global, but its lexical items and cultural features also help it to be globalised. Additionally, Crystal (2003) explains the main reason of a language becoming global is its power. Graddol (2000) states English has spread in the

world due to the colonial expansion of Britain and the leader role of US in science, technology and culture. Short, Boniche, Kim and Li (2001) state that English both became a world language for communication and was reinvented by NNSs using it with their own styles.

In spite of other international languages, English is separated with several ways: its diffusion in various territories, its different user with various cultures, and its different uses for different purposes (Dewey, 2007). Mauranen (2018) acknowledges that there are two significant things about ELF; it is the most spreading language worldwide and it is used more by a lot of people whose first language is not language than native speakers of English.

2.2.3. ELF and English Language Teaching

In the history of English language teaching, one method comes after the former, yet, Communicative Language Teaching approach, which is still used instead of other approaches, does not correspond to some characteristics of ELF (McKay, 2002). McKay (2002) also reflects language learners do not need to be native-like, English is used with specific purposes and learners do not need to obtain target language culture. Kohn (2018) states that ELT and ELF have not been very best friends since ELF users managed to communicate by creating their own linguistic resources without depending on ELT and SE norms.

Widdowson (1994) discusses that authenticity occurs in a language naturally, but it is based on and limited to SE or native-speaker norms. However, Alptekin (2002) remarks NS based pedagogies are not realistic because they ignore lingua franca status of English and relate authenticity with native norms, so there should be a new pedagogy that focuses on English used for international and intercultural communication. Macdonald and et al. (2006) mention the authenticity based on native speakers does not correspond the communication between NNSs of English. Additionally, Matsumoto (2011) highlights ELF users are equal as members of the ELF community and they are in their own universe which is not supposed to compare with native speakers. Pinner (2013) denotes that authenticity is based on language use of native speakers but now there are more non-native speakers of English. Therefore, ELF does not claim any specific authenticity (Seidlhofer, 2015). Kohn (2018) points out that it is significant to provide

rich opportunities for authentic communication in ELF. He also highlights that when we are able to create conditions in the class to use ELF, we move closer to authenticity.

With reference to Jenkins (2000), language target of ELF users should be to be able to speak with an accent which is understandable by listeners so that there is no misunderstanding. Seidlhofer (2002) advocates an aim of the ELF is to remove prejudice against non-native speakers of English. Jenkins (2007) emphasizes ELF user themselves should determine the pronunciation norms in interactions. Agnes (2016) depicts that ELF both enables speakers to communicate in a global way and expedites transmission of culture.

Mauranen (2006) mentions ELF scholars should focus on users of ELF instead of classifying participants of ELF interactions as learners who would like to be like a native speaker. Jenkins (2007) highlights that ELF is related to learner choice and expresses ELF researchers should suggest what is not needed to teach for ELF interaction. Hujala (2009) depicts ELF does not purpose to lower standards of teaching, but tries to turn them into relevant for communication.

2.2.4. ELF in Language Pedagogy

Lingua franca status of English has lead controversies and questions in language teaching and education. Gnutzmann (2000) discusses when English is used as a lingua franca; it is not based on native-norms and native culture. Sifakis and Sougari (2003) point out there is a new perspective for language teaching which mentions reinforcing all speakers to be communicators at global level. Seidlhofer (2004) demonstrates English teaching has been proceeding to a postmodern phase because of lingua franca status of English. Leung (2005) underlines pedagogy of any English teaching program should correspond to its aims in context. Kirkpatrick (2007) points out teaching English based on native norms and cultures are not proper for a great number of language learners in Outer and Expanding Circle countries. Seidlhofer (2008) specifies language teachers should change their norm based views in consideration of ELF research.

Despite the form or function problems related to ELF, pedagogical implications have been mentioned about ELF. According to Jenkins (2003), main principles of ELF pedagogic strategy are: a) no native-speaker based use of language, b) no unnecessary grammar focus, c) no unnecessary pronunciation focus and d) no native-speaker purposes.

Thus, ELF proficiency in general is not compared to native speakers' English use (Jenkins, 2007).

Kirkpatrick (2007) explains how potential curriculum needs to be in lingua franca based pedagogy. In that curriculum, students should be aware of which linguistic features may cause problems for mutual intelligibility. Additionally, the curriculum would focus on differences among cultures and implications of those differences in communication. Moreover, students would be informed about communicative strategies for successful communication. In view of Sifakis (2007), international language syllabus should include authentic communicative purposes and be realistic. Moreover, language learners should not be compared with other language users. Furthermore, all learners should be treated as individuals.

2.2.5. ELF in Teacher Education

ELF perception and ELF research have caused ELT practices to be questioned. Seidlhofer (2008) explains teachers should change their norm-based views with the help of ELF research although it might be a challenging process because of teachers' unwillingness to change (Matsuda, 2009). Kohn (2016) expresses the way language teachers' approaches ELF influences their ELF practice. If they consider ELF communication-based, their pedagogy will be related to helping their students develop and use their own English during communication.

ELF and its implementation in classes have a significant place in teacher education since teacher education programs enable future teachers to be aware of their non-native entity and utilize these entities through a proper pedagogy in class (Jenkins, 2012). Al-Hasnawi (2016) points out that knowing English is not enough for English teachers, they additionally need to know about language. If they know more about the language, it helps them be aware of other varieties instead of Standard English norms.

Sifakis (2007) underlines that there is a need for ELF based teacher education which will enable language teachers to change their perspectives. To change teacher beliefs in education, Sifakis (2007) suggests a transformative learning approach that refers to the process teachers experience while reshaping their assumptions in Standard English, roles of NESTs and non-NESTs, identities of language teachers and pedagogical decisions. The aim of this approach is to enable participants to question their beliefs, search for new approaches, try new roles, get knowledgeable about new plans, have self-

confidence and reshape their ideas through new perspectives. Transformative approach in ELF teacher education provides teacher to take place in ELF research and corroborate as ELF users. This framework does not suppose teachers to change their mind-sets immediately; rather it aims at teachers who are aware of debates on ELF and its pedagogical implications. It is not only a framework to raise awareness, but to evoke changing views and perspectives of teachers in their context.

As Sifakis (2007) notes a great number of English teachers still have a normative approach grounded on adopting a single variety of English (British or American mostly) in their classes. Dewey (2007) illustrates normative model in ELT does not correspond to homogeneity. In ELT practice, it is still assumed widely that there is no alternative for SE based classroom model. However, the term “standard” is problematic, so ELT turns to be ambiguous and uncertain (Dewey & Leung, 2010).

Dewey (2012) put forwards a *post-normative approach* that aims teacher and teacher educators to be able to understand, accept and integrate ELF in classroom practice. He also suggests some objectives in this approach: a) It is significant to examine and highlight the particular place and context in which English will be used. b) The focus should be how English is used in global context instead of standard forms. c) The language environment should include discussions about globalisation and English varieties in global world. d) More focus should be on communication strategies than native norms of English. In this approach, practitioners are purposed to generate location-based and classroom-oriented language models that are not related to normative model.

Kumaravadivelu (2012) emphasizes a new model of language teacher education based on ‘knowing, analysing, recognizing, doing and seeing’ (KARDS) because traditional approaches in teacher education do not correspond to recent status of English as an International Language/ Lingua Franca. His model includes various and culturally relevant language teaching. This model mainly focuses on understanding in various situations, the relationship between theory and practices in class and application of a language pedagogy which leads teacher and students to sociocultural and socio-political consciousness. This model is dynamic since each component is in interaction with each other and it also enables teachers to transform after their experiences of critical thinking process.

Bayyurt and Sifakis (2015a) propound ELF-aware teacher education model based on transformative framework in which teachers are supposed to be aware of their assimilated views for communication, teaching, learning and native, and non-native

speakers. This model helps teachers a) be aware of principles from ELF studies and b) how these principles may be applied in their context (Bayyurt & Sifakis, 2015b). This model does not focus on informing teachers about ELF, yet it encourages them to consider about ELF-related issues and relate their new perceptions to their teaching.

In view of Cogo and Dewey (2012), education programs of language teachers should enable teachers to investigate the environments and sociocultural context in which their students will speak English. According to Kohn (2016), ELF-aware teacher education programs with pluralistic, post-normative or transformative approach might be developed due to the e-learning programs based on ELF communication. Sifakis and Bayyurt (2016) highlight that ELF-awareness necessitates teachers to be open to changes, thereby developing ELF-aware lesson plans, textbooks, curriculum and testing and assessment besides investigating the existing ones from ELF perspective.

2.2.6. ELF Related Studies

Most of the people in the global world consider English as a lingua franca (Kato & Tanahashi, 2013). Therefore, there are different studies about ELF and ELF related issues.

In their study Kato and Tanahashi (2013) investigate some translation sentences of Japanese university students. The study reveals that Japanese university students need communicative ability in English since their translations are similar to the ones done by online devices. The native speakers in the study can understand the translations with grammar or word errors with slightly different meanings while sentences including errors about plural forms, omission on definite article and verbs/adjectives are comprehensible. The evaluations of the native speakers in the study show that grammar is not crucial for communication although it is necessary for proper Standard English (SE). The study concludes vocabulary and word order can be more beneficial for students to communicate than grammar.

İnceçay and Akyel (2014) investigate Turkish EFL teachers' perceptions about ELF. The study conducted with a hundred Turkish ELF teachers working at two universities in Turkey discovers that more than half of the participants support the rules of SE. The study also indicates EFL teachers do not have much knowledge about ELF concept. Additionally, the participants state that the topics to teach in language classes should be related to native language of students. The study decides in general that most

of the EFL teachers in the study resist to ELF use in their classes although they show tolerance different usages of English in oral communication.

In his study titled “*Non-native Teachers’ Attitudes towards English as a Lingua Franca*”, Soruç (2015) discusses perceptions of non-native English speakers about ELF based on teaching and learning English. The study finds out that non-native speakers from expanding circle countries prefer native language features of English and have a positive attitude towards native-speaker model. The study suggests more research should be conducted about ELF in order to clarify ELF concept.

In their study, Deniz et al. (2016) explore pre-service English teachers’ perception about ELF based issues. They conceive that most of the participants are resistant to ELF in their teaching and more than half of them support features of SE rather than ELF. Moreover, the results indicate that pre-service English teachers have limited knowledge about ELF. The study recommends language teachers must be educated well enough to fulfil the needs of their students in a changing and globalising world.

Kemaloğlu-Er and Bayyurt (2016) explore perceptions and teaching practices of pre-service teachers about ELF. In their model, pre-service teachers receive ELF-aware teacher education during two terms. They found out that the participants’ views ELF as a global aspect shift from ELF as a means of communication after the education. After the program, the participants feel more confident about their use of English although they feel uncomfortable due to native norms at the beginning of the program. The study concludes ELF-aware pre-service teacher education helps transformation in ELF conception and self-awareness as non-native speakers.

Curran and Chern (2017) also embrace attitudes of pre-service English language teachers towards ELF. The study shows that the participants have a positive attitude towards ELF and they believe the focus on English learning and teaching should be on real life communication in English. They think that SE is not adequate in order to meet the needs of global status of English, as well. The study states that teacher training programs should respond to the new models and interests to improve perspectives of pre-service teachers.

2.3. Cultural Aspects in Language Teaching

1.3. Culture has an important role in language education. Therefore, culture, cultural awareness, its relation with globalization, ELT and ELF, and culture related studies are discussed in depth during this section of the study.

2.3.1. What is Culture?

Culture is one of the concepts associated with language, so there have been studies based on culture in language teaching and learning for many years. As culture is a complex concept, it is difficult for researchers to give a basic definition for it. Several scholars and researchers have brought out new definitions from past to today. Bayyurt (2006) highlights that it is difficult to give a simple definition for culture because it is dynamic, ever-changing and amorphous.

According to Patterson (1975) culture is shared by a group of people consciously or unconsciously and includes norms, values and symbols. Williams (1986) explains that culture is learned and shared. Bates and Plog (1991) define culture as the system which includes common beliefs, values, behaviours, customs and traditions of a society and that system is transmitted from one generation to another. Culture, according to Alptekin (1993), is a system acquired socially and what decides how we perceive and define the things. It can be said that culture helps perceive, relate and interpret the reality. Kramsch (1998) points out "In summary, culture can be defined as membership in a discourse community that shares a common social space and history, and common imaginings" (p. 10).

Richerson and Boyd (2005) express culture has an effect on behaviours of an individual which can be acquired from the members of the society. Çakır (2006) states culture enables a person to be aware of how much s/he can do individually and his/her responsibilities as a person of a group. Larzén-Östermark (2008) enucleates that culture is related to how a person use some particular expressions in various contexts, how a person communicates with a stranger and how a person talks to his/her family members, friends, colleagues or other acquaintances. Likewise, Banks (2010) states culture consists of beliefs, interpretations and symbols shared in a human group. As a more recent definition of culture, Al Mawoda (2011) depicts that culture is a social phenomenon formed for specific purposes in particular times, so it is historical. Dekkar (2015)

highlights that culture is dynamic because it changes and does not have a strict shape since every generation can add something new to their culture.

Culture has been discussed with regard to different perspectives by scholars. Goodenough (1957) addresses culture as an organized system in *cognitive perspective of culture* and mentions that culture is the organization of the things in human minds, their perceiving and interpreting. As for *symbolic perspective of culture*, Geertz (1973) mentions public signs should be the focus rather than internal things in the head. Moreover, Baker (2009b) underlines that language and culture are linked to each other and language has a crucial role for culture. In *evolutionary perspective of culture*, Keesing (1974) studies on culture as an adaptive system and points out that culture is in tendency to evolving because of changes in ecosystem. Wertsch (1991) describes cultural developments with two levels: the former is social interaction and the latter is mental structure. Additionally, Aimin (2013) denotes the first is about one's actual development while the second one is based on the future development.

Peterson (2011) divides culture into two: Big "C" and Little "c". *Big C* deals with classic themes such as values, attitudes, beliefs, society norms history and other grand themes. However, *Little c* discusses smaller themes like opinions, views, popular issues and other common topics. While *Big C* is related to geography, literature, architecture and classical music, *Little c* is about hobbies, food, clothing, gestures and body language.

There are approximately two ways to look at culture: *modernist* and *post-modernist perspective*. In the *modernist perspective*, culture has been considered related to life styles and everyday behaviours of the society addition to common memories and experiences. In *modernist perspective*, culture is divided into two: 1) *Big C culture* which is traditionally learnt with the standard form of national languages and 2) *Little c culture* which is about native society's everyday life. In the *post-modernist perspective*, NSs and NNSs are supposed to approach culture as a process of understanding others because cultural horizons have changed (Kramsch, 2013).

2.3.2. Cultural Awareness: Intercultural or Transcultural?

Tomalin and Stempleski (1993) explain three qualities of cultural awareness: 1) being aware of one's culture-based behaviours, 2) being aware of other people's culture-based behaviours and 3) being able to explain one's his/her own cultural aspect. Lessard-Clouston (1997) remarks language learners need cultural awareness if they want to

understand both target culture and their own culture. Developing cultural awareness is related to be able to aware of other groups and their members, perspectives and values of those members (Cortazzi & Jin, 1999). According to Bada (2000), cultural awareness has to be included in language teaching syllabus because it not only bridges among cultural differences, but also raises tolerance and confidence among societies. He also mentions it is significant to communicate for even simple needs and corroborates that when there is not any cultural awareness, there seems to be problems based on communicating meaningfully.

Based on changing in the world, intercultural awareness has become crucial in communication. Korzilius, Hooft and Planken (2007) describe intercultural awareness as to be able to empathize and to be centreless. With reference to Baker (2011), intercultural awareness is to be able to understand cultural forms and practices consciously and to be able to perform them in real life communication with different contexts. Wang (2014) indicates that intercultural awareness is related to understand culture system which affects people's ideas and behaviours and which includes both self and cultural awareness. Zhu (2011) clarifies intercultural awareness becomes very crucial when people are interaction with people from other cultures since intercultural awareness enables learners to both understand their own culture critically and compare values and beliefs in various societies (Yılmaz & Özkan, 2016). Moreover, intercultural awareness has come in possession of the crucial point to communicate successfully in intercultural context (Yılmaz, 2016).

Barer-Stain (1989) mentions "transcultural awareness wherein a person's cultural commitments have transcended his own towards that of a universal identity" (p.47). Mayer and Bones (2011) define transcultural awareness is to be able to understand and cope with various contexts and also assess a meaning to one's life. Wortham (2015) denotes that transcultural awareness does not have any limitations about racial or ethnic awareness. Baranay (2016) refers that transcultural awareness accepts the significance of native cultures, yet it is also open to integration and combine of other cultures.

Jacob, Juan-Garau and Prieto-Arranz (2013) represent that international communication does not only occur among native and non-native speakers, but also among non-native speakers having different cultural backgrounds. Agnes (2016) points out that language learners need transcultural awareness in order to deal with various cultures rather than focusing on native-like communication skill because of lingua franca concept. Moreover, she enucleates that developing transcultural skills is a crucial part

since learning about differences among cultures and how to deal with those differences enable students new perspectives, motivations and eagerness.

Cogo and Dewey (2012) point out that ELF is based on intercultural communication as it deals with the communication which happens between speakers from different linguacultural backgrounds. Baker (2018) remarks ELF is not neutral in terms of culture and identity since communication is a shape of cultural practice which contains to construct and negotiate expressions and practices culturally.

2.3.3. Culture in the Globalised World

With the globalization and changes in language teaching in the world, English seems to start being a language embracing different varieties and cultures. Pavlenko (2002) expresses it is not easy to conceptualize the world as linguistic and cultural communities because of globalization. Risager (2005) underlines that there is no territory limit for languages because states have the limits of boundaries but language do not. Kramsch (2013) reiterates ELF has no national boundaries and used by global people who are opposite to superiority of native speakers and strictly formed speech societies.

As a world language, English refers to different cultures because of people speaking it in different countries with various cultures. In view of Prodromou (1992), developing learners' cross-cultural awareness is crucial in order to make them more sensitive towards other cultures and aware of the world they live in. Cortazzi and Jin (1999) express that people do not have to travel in order to meet other cultures in the modern world because music, the internet and tourism enable people to encounter new cultures. With reference to Genç and Bada (2005), most of language learners live in a world which is not based on only one language and/or culture. Çelik and Erbay (2013) depict that foreign language learning should include skills about intercultural communication since people do not need to travel around the world to interact with people from other cultural backgrounds.

As English has become de-nationalized, a world language or a lingua franca, there is not a culture directly related to the language. According to Smith (1983), phonological, linguistic or cultural dominance should not control English use in different countries. In that vein, Alptekin (1993) remarks it may be more proper to talk about a language which is not strictly related to only one culture when it is English language. McKay (2000) believes materials should have varieties based on not only Western culture but also other

cultures. Additionally, Tran (2001) reflects when a language becomes international; it cannot be related to only one culture. Crystal (2014) expresses as English does not just belong to Britain or the USA, teachers should prepare students for English in any country they may face and each Englishes spoken in each country has its own cultural differences.

As English is based on not only one nation but also world countries, it has gained importance to integrate culture in ELT in order to fulfil students' needs of communication in the global context. McDevitt (2004) points out that human nature and culture is dependent, so learning a language is related to understand how the nature of other people is. Tomalin (2008) claims that culture should be taught in classes as a 'fifth language skill' because of globalization and international role of English and explains that students can understand the characteristics, proper ways and values of other cultures with the help of culture learning.

2.3.4. Language, Culture and ELT

Language and culture relationship may be approached with two contrary aspects: In the first aspect language and culture are inseparable whereas language and culture are separable in the second aspect. While the former is related to linguistic anthropology, translation and intercultural communication, the latter is generally based on the concept of English as an International language (Risager, 2005). With reference to McKay (2003a), culture has two effects on language teaching: One is linguistically and the other one is pedagogically. While it affects the language based on semantically, pragmatically and discourse in linguistic aspect, it has an effect on choosing the language materials pedagogically.

Bada (2000) depicts that language and culture are inseparable because they reflect a society. Mitchell and Myles (2004) conceive that language and culture are not separate; in fact both are learnt together because they are promoters of each other. Önalın (2005) states even someone knows the language, s/he may not communicate successfully because of lack of cultural knowledge. Çakır (2006) clarifies that as each culture has its own features and these features are different for each, some features can be dissimilar with other one. Genç and Bada (2005) verbalize language learning without including culture is not correct and completed. In line with them, Nault (2006) mentions the link between language and culture is significant for language education because language learners are proficient in the target language if they are familiar with the target culture.

Choudhury (2013) expresses that when learners study a language, they understand a culture and get knowledge about the culture, so a learner cannot be fully successful in a language until s/he totally knows the cultural contexts.

Because of the complex relationship between language and culture, a strong relation between a culture and language has been questioned (Risager, 2006). She claims that culture and language can be separated, so she submits a differentiation in the “generic sense” and “differential sense” (pp.4-5). The *generic sense* approaches culture as an inseparable part of a language while *differential sense* mentions difference of both.

Kramsch (1993) points out two main purposes to deal with culture in language learning. The first is that students should understand their own culture with its mutuality with target culture, so culture is not only giving information. The second is that studying culture should be proper to students’ age, level and nationality so it is individualistic. Bada (2000) emphasizes that culture is necessary in language classroom since it enables learners not to face communication problems when they are exposed to cultural elements. Pavlenko (2005) remarks cultural experience has very important effects on perception, cognition and language skills of an individual. Taha (2014) indicates that a language lesson can give information about what is correct and acceptable, yet learners should learn what is acceptable or not in the target culture, so culture needs to be integrated in language classes to teach about target culture, its people and traditions addition to target language.

Clouet (2008) reflects since English has been a lingua franca, the approaches to integrate culture in ELT context should be changed and more focus should be placed in intercultural awareness of learners. Baker (2009a) represents ELF does not group language users as native or foreign speakers. Although ELF does not deny the influence of native speakers, it rejects the strict link between English and *inner circle* countries (Baker, 2011). Tomalin and Stempleski (2013) interpret “seven goals of cultural instruction” and these goals are:

- To be able to understand that all people have culture based behaviours.
- To be able to understand that social variables such as age, gender, caste and residence affect how people speak and behave.
- To be able to realize common behaviours in various situations in the target culture.
- To be able to become aware of common cultural connotations in the target language.

- To be able to evaluate and clear up generalizations on the target culture with regard to evidence which supports these generalizations.
- To be able to develop skills so as to create knowledge about the target culture.
- To be able to have a curiosity for the target culture and empathy towards its people.

Çakır (2006) mentions the reasons why language teachers should enable students to be familiar with the cultural pieces. These reasons are:

- To develop students' communication skills
- To enable students to find out linguistics and social features of both native and target culture
- To help students improve their intercultural and international senses
- To integrate fun in language lessons so that students can be aware of possible mistakes they may face in communication.

Higgins (2010) mentions there is an opportunity for people to get new identities which are not related to his/her own cultural identity as the more an individual experience communication and social context in a language, the more s/he develops culturally (Alptekin, 2010). While some L2 speakers would like to keep their L1 accent in speaking English to protect their cultural identities (Jenkins, 2003), some of them are motivated to speak English as a part of global society (Sung, 2014).

Çakır (2006) indicates that a teacher is responsible for making learners to be aware of different cultures and s/he should not transfer judgements based on those differences. Erfani (2014) explains that EFL materials have an important role in language teaching because opportunities for learners to communicate in the target language are limited to classroom most of the time. Therefore, there is a problem based on which culture to include how to present it in language teaching materials as the materials are supposed to be bought by people from different skills and cultural backgrounds (Erfani, 2014).

In view of Risager (2006), English has a lot of cultures and different speakers of the language; therefore, there is no certain culture which is tied to the language. Additionally, McKay (2002) implies that including different cultures in language teaching have advantages so materials should be utilized to form an intercultural environment, the diversity of cultures should be mentioned and cultural content should

be approached in a way that students can be aware of various aspects of cultures. Agnes (2016) commits in language learning process, students also explore and respect other cultures so they can understand their culture better and reconcile among cultures.

2.3.5. Which Culture in an ELF Context?

Tseng (2002) remarks that culture needs to be approached as an important element in language teaching since it is not only a group of facts to be learnt but also an active process formed by learners themselves with interactions. Erfani (2014) indicates that teaching a language is not just giving some information about grammar, vocabulary and pronunciation but it is also related to cultural issues. People need more than language proficiency for successful communication, yet they need to reach a degree of cultural competency in target language to create an efficient communication (Erfani, 2014).

Cortazzi and Jin (1999) express culture needs to be dealt with in language classes. *Source culture* is students' own culture to which they belong. *Target culture* is about target language is mother tongue and learnt in language classes. There are also international *target cultures* which are not based on target and source culture but related to English and non-English speaking countries (See Figure 3).

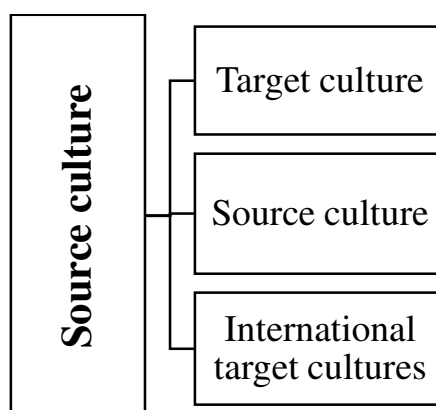


Figure 3. Cultures in textbooks

Source: Cortazzi & Jin, 1999, p. 204

McKay (2002) suggests that the source, the target and international culture should be integrated into English course books in order to meet various needs of learners in a global world. Tseng (2002) explains target culture is the culture belonging to second or foreign language. According to Sudartini (2012), local culture is behaviour customs which are passed down, still used in the society and stemmed from former judgements of

the society. Lamb (2004) emphasizes that international culture may not be related to any specific geographical or cultural group but it gathers business, music, fashion, sport and many other areas.

In view of Strasheim (1981), teaching and learning about the target language can have two aims at least: 1) “perspective consciousness” which is based on one’s understanding that there is a difference between his/her world perception and other’s world perception, 2) “cross-cultural awareness” which is about being aware of various ideas in societies. Cortazzi and Jin (1999) purport that learners need to talk about their own culture. Moreover, Peterson and Coltrane (2003) assert that using authentic materials from native speaker community enables students experience culture.

With reference to Gray (2000), the topics giving importance to the target culture more than students’ culture direct students that target culture is more important. Garcia (2005) designates purposes of familiarizing students with the target culture as to develop students’ perceptions of world and foreign communities, to present students the most appropriate behaviours of the target culture, to encourage students to be respectful and tolerant, to promote students to evaluate their own culture, and to help students develop communication internationally in a global world.

In view of McKay (2003b), the importance of integrating local or source culture in language classes has increased because English has become a global language. Source/local culture can enable students to understand their own culture in a deeper way so they are able to convey their cultural knowledge while speaking English (McKay, 2003b). Integrating source culture into language classes helps learners to understand both positive and negative characteristics of their own culture so they may change them if needed (Erfani, 2014). Rodliyah, Imperiani and Amalia (2014) represent that native/local/source culture related themes can be more attractive than target culture based ones for students. There are some reasons to integrating local culture: Teachers think local culture is important; local culture is considered to have better values and it enables learners to comprehend; and it has an influence of students’ learning choices and point of views (Thresia, 2015).

Alptekin (1993) mentions presenting in English in native settings or in a stereotype way is not realistic because it gives unnecessary information to learners. He advises that building bridges between familiar and unfamiliar cultural concepts can help students acquire English so global topics and experience of human may be useful. The underlying reason for international target cultures is that people speak English in various

situations although it is not their first language (Cortazzi & Jin, 1999). Nevertheless, this does not mean denying the importance of source/local cultures; it means that there are various cultures and communities existing in interaction (Baker, 2018).

Alptekin (2002) suggests that language learners should have necessary linguistic and cultural information so as to communicate in international settings. Mikhaleva and Régnier (2014) assert that the ideal model should include both source/local and target cultures which the former one is represented by a non-native and the latter is represented by a native teacher.

Alptekin (2010) points out that target culture superiority on the textbooks seems to disappear because publishers have become aware of ELF and its world culture. Therefore, there is a rise about using multicultural materials in textbooks including communication between ELF users. He also enlightens that ELT course books have started to discuss global issues in addition to the topics based on *Inner Circle* countries. Erfani (2014) indicates that it is not necessary to publish target-culture focused course books without considering differences among learners since language learners should be aware of and tolerant to other cultures in the world. Thresia (2015) utters that no local culture can be considered as original because of migration and globalization in the world.

Kramsch (1993) discusses “third place” (p.233) which means a place between target language/culture and first language/culture but independent from neither. She also mentions that language users become free from both their first language/culture and target language/culture, so they have new views on languages and cultures (Kramsch, 1993). Additionally, Rampton (1995) expresses the term “liminal moments” (p. 167) in which language users adjust the language for their own purposes if they are not dependent to a language community. In spite of the fact that those terms are not associated with ELF concept by the scholars themselves, they have common features with ELF which pays attention to language-culture relationship and both dynamic and fluid communication (Baker, 2009a).

Canagarajah (2005) refers that culture is blended, common and not bordered in particular territories in global contexts. He clarifies that English language learners study on English to communicate with different people rather than participating in a single group of people. Moreover, he propounds the focus should be on multilingual and multicultural communication strategies because English has become distinct from *Inner Circle* and gained a global language statute (Canagarajah, 2005). Baker (2018) states

cultures are not boarded with national boundaries, yet they are changeable and dynamic with uncertain boundaries.

Risager (2006) refers to a new concept about culture called *languacultures* (p.110). This concept is based on language users and context. She illuminates the relationship between culture and language is shaped in each communication. In the concept, there is not a certain culture which is related to a specific language (Risager, 2006). Her conception of language and culture enables users to separate *Inner Circle* countries and culture of English language.

Pennycook (2007) addresses English use in global contexts and mentions that global languages and cultures enable learners to get various expression forms and alternative identities. He also takes a stand that culture and language relationship should be approached in a way which is both changeable and stabilized based on place, traditions and cultural forms. Erfani (2014) reflects not only language learners but also teachers should be aware of that there are cultural differences and various people in the world.

Stapleton (2000) remarks that working on culturally more sensitive and aware methodology or content has been ignored although it enables students to meet their needs. Baker (2009a) remarks that ELF has multilingual and multicultural context, so the relation between culture and language should not be seen as a simple issue. He also specifies that cultures of ELF are not clear enough and is an improving source so the source is gathering both local and global elements. Baker (2018) explains ELF is intercultural in terms of as a communication means and research field because ELF speakers have various cultural expression in an interaction and they shuttle across local, target and global contexts in changeable situations.

Alptekin (2010) discusses that ELT course books have been dealing with more global issues which support being open-minded and tolerant to other cultures. He asserts ELF does not have any native speakers and any specific culture of its own speakers so it belongs to everybody. He also mentions that ELF enhances multiculturalism since native-speaker norms and customs are thought as unnecessary. Therefore, English language users should be familiar with other cultures. Kohn (2018) also explains teaching and learning is focused on being able to negotiate various lingua cultural resources in ELF.

2.3.6. Culture Related Studies

Bada (2000) deals with raising cultural awareness of ELT students. This study discovers that culture related course is helpful for students to raise awareness about social characteristics and cultural values of both target and local culture. Moreover, the course helps students observe similarities and differences between the target and local culture. It may be concluded that integrating culture in language teaching is useful.

Brady and Shinohara (2000) address transcultural approach in order to broaden socio-cultural identities of both students and teachers and they present some principles for the approach. They conclude that students and teachers can become not only local but global citizens if the principles are followed in the language learning and teaching process.

In her study, Meierkord (2002) analyses lingua franca communication and culture via a corpus. She studies on recorded talks of students in the UK. She concludes that cultures in communication can be associated with first culture, target culture or third place. Additionally, she mentions that participants can select which culture and how much to integrate in speaking in an ELF communication.

Genç and Bada (2005) discuss what ELT students think about effects of culture in class. The study reveals that most of the participants are aware of the importance of integrating culture in language classes and they also express that culture-based courses enable them to develop language skills positively.

Bayyurt (2006) evaluates a group of EFL teachers' definition of culture and their awareness about presenting cultural information in class. The study discovers that there is no common belief among teachers' ideas based on culture teaching and curriculum. However, they mention they include cultural issues in their language classes.

Aydemir and Mede (2014) focus on integrating target culture in classroom so they study on classroom practices and perceptions of English language instructors who are Turkish. The results show that the instructors believe language and culture cannot be separated from each other. However, while some instructors regard target culture as British culture, some others think England, The USA and Australia are also related to target culture. The participants also state that mentioning cultural features is important in language teaching.

Erfani (2014) studies English language teachers' perceptions on culture in Iran. In reference to the study, most of the teachers think learners can learn the language

through both target culture and source culture so the teachers place importance on both cultures equally. Additionally, most of the teachers are aware of intercultural competence since their students are supposed to communicate with both native and non-native speakers of English.

Yılmaz and Özkan (2015) investigate perceptions of intercultural awareness of English language teachers and how they integrate intercultural awareness in their teaching. The study shows that many of the language teachers are familiar with the definition of intercultural awareness, conscious of importance of culture and integrate culture in their teaching.

2.4. Standard English and World Englishes

This section of the study defines Standard English and World Englishes through different definitions in the field. Additionally, this section presents detailed information about SE and WE, and related studies in a detailed way.

2.4.1. Standard English

Winkler (2001) mentions it is complicated for both educators and linguists to define what standard is. Farrell and Martin (2009) acknowledge there is no clear definition for SE. They also clarify one reason for this complex situation is that there is not any world-wide accepted fact based on what is related to standard and what is not (Farrell & Martin, 2009).

Strevens (1981) explains Standard English (SE) does not mean the most frequently heard form of English. He (1983) later clarifies SE can be “a particular dialect of English, being the only non-localized dialect, of global currency without significant variation, universally accepted as the appropriate educational target in teaching English, which may be spoken with an unrestricted choice of accent” (p.80). Brindley (1994) describes SE as a term used to explain a particular variety which has forms and functions and she adds it does not mean perfect English.

Trudgill (1999) emphasizes that although SE is not a language, it may be the most important English variety of all because it is used in writing, printing, and education systems. McArthur (2003) identifies SE is the most accepted and valued variety and also explains that SE has at least three features: a) It is easily recognized in printed materials because written English is generally same around the world. b) News presenters prefer to

use it most of the time. c) How to use it is based on a person's character and education level (2003). Trudgill and Hannah (2008) depict SE is the English which all native speakers learn although most people do not use it while speaking.

Kachru (1992) creates three concentric circles based on spread of English in the world: *Inner Circle*, *Outer Circle* and *Expanding Circle*. The *Inner Circle* includes the countries where English is spoken as a native language/mother tongue in every part of life. The United Kingdom, the United States, Canada, Australia, New Zealand and some Caribbean and Australasian parts are the *Inner Circle* countries. The number of English speakers in *Inner Circle* is approximately 380 million (Kachru, 1992). McAlinden and Zagoria (2013) point out that the circles of Kachru group different uses of English in the world by dividing it into three.

In the past years, designing of language teaching materials were based on SE since it was seen as perfect form. Quirk (1990) reflects that different varieties of English are just an attempt so English teachers should focus on native norms and native-like use English in the world. He also mentioned a common standard in both written and spoken English is essential so as to organize English use in various contexts. According to Kılıçkaya (2009), Quirk suggests using and teaching SE because it may be separated into different forms or not intelligible varieties so it may become an international communication tool. Mareva, Kaburise and Klu (2016) indicate that SE is still the most dominant variety of English which has an important role in language teaching.

In view of Tollefson (2002), teaching SE may create negative outcomes for language learners. Firstly, being native-like may be unachievable and unrealistic for learners. Secondly, focusing on SE mostly may devalue other varieties of English because different varieties are considered unqualified. Thirdly, teaching SE may increase discrimination as each accent is associated with a race or ethnic group.

Jenkins (2007) suggests that teaching SE to learners is not proper nowadays; teaching non-standardized English with its different cultures and backgrounds is more significant due to constraints of SE. Farrell and Martin (2009) reflect that using SE as main instruction tool in classes should be discussed again since it may be inappropriate in global situations. Jindapitak and Teo (2013) imply that pure English which is used by American and England people is a story when it is used by non-native people in various contexts. McAlinden and Zagoria (2013) represent English users can communicate successfully without reproducing native forms or speaking native-like.

Cheshire (1991) indicates English is not only used in formal situations but informal domains, therefore it can be learnt in schools as well as through informal use. In view of Kachru (1985), standardization in English should be examined as they are just related to users in the *Inner Circle*. He also upholds that native norms and speaking acts are not relevant for the social reality of the *Outer Circle*. Crystal (2003) verbalizes SE is not as influential as before while the language itself developing.

2.4.2. World Englishes

McAlinden and Zagoria (2013) mention that people live and work in and international, multilingual and multicultural environment so inner circle variety of English is not relevant anymore; there is a need for an alternative one. In ELF/WE concept, the norm of correct English is open to discuss. (McAlinden & Zagoria, 2013).

Crystal (1997) mentions English has become a communication tool for not only native-native or native-non-native communication but also non-native-non-native interactions and indicates WE forms will be used more widely because people will be multilingual. According to Graddol (1999), the balance between NSs and NNSs of English will change so much that NNSs will overtake NSs in 50 years. In the changing world, English has turned into a universal language (Crystal, 2003). In view of Qiong (2004), nearly half of the people in the world will be speaking English before 2050. Jindapitak and Teo (2013) verbalize the ELT methods have been changing so as to correspond to new status of English. McAlinden and Zagoria (2013) assert that very few of English speakers need to speak like a native speaker so there is no need for international institutions to set native-like goals for multilingual English users.

Kachru (1997) remarks WE is the function of language which is used in various different contexts. Bolton (2004) approaches WE as an umbrella term which includes all varieties of English or the Englishes emerging in the countries in Asia and Africa. Jenkins (2006) mentions WE covers the new Englishes appearing in Africa and Asia. Kachru and Nelson (2006) describe that WE is not related to any privilege about any English variety. Farrell and Martin (2009) imply that WE speakers make use of English with their own ways so it reflects their culture and identity. Lee (2012) connotes that includes all local varieties of English which are spoken by different nationalities.

According to three circles of Kachru (1992), Outer Circle includes countries which were colonized by the UK or USA and the number of people speaking English in

these countries is about 500 million. India, Malaysia, Singapore, The Philippines, Nigeria and other colonial countries are in that circle (Kirkpatrick, 2007). The largest circle is *Expanding Circle* which includes the countries where English is used as a foreign or additional language. Jenkins (2003) specifies that it is not easy to estimate how many ELF users there are in the world now. These countries have been affected by English because of education, business, technology, science and social media (Kachru, 2005). Therefore, integrating WE in language teaching curriculum has gained significance especially in *Expanding Circle* countries (Jindapitak &Teo, 2013). McAlinden and Zagoria (2013) indicate that Kachru forms these circles to recognize different varieties of English in the world although the model is too simple and does not reflect English uses in the world currently.

There is a need for a language teaching pedagogy which is beyond the idea of being native-like so as to give more realistic and up-date education for language learners (Cook, 1999). Matsuda (2003) implies that if students have limited knowledge of English varieties, they may face problems when encountered with different users of English. Therefore, Kirkpatrick (2007) suggests employing multilingual teachers who can understand both SE and WE may be advantageous. Ateş, Eslami and Wright (2015) enumerate that if pre-service English teachers have knowledge about WE and its speakers, they can shape their teaching according to different varieties of English and communicate with various speakers of English.

English has started to be seen as the best choice for communication among people who have different mother tongues so it has been labelled as *English as an International Language* or *English as a lingua franca* (Kılıçkaya, 2009). He explains that an English language teacher should determine his/her teaching by searching the aims of his/her students. If students aim to use English in an educational institution in *Inner Circle* countries, they should learn SE. However, if their aim is to communicate with people, they should focus on WE in order to tolerate various accents and understand them (Kılıçkaya, 2009). Moreover, Matsuda and Matsuda (2010) indicate that students need both SE and local varieties. They also highlight that if local varieties are not considered, students may have problems based on understanding how English language works and changes in time.

Farrell and Martin (2009) denote that language teachers may have difficulties in deciding which variety to teach: SE or another variety. Therefore, they suggest teachers

can include different varieties of English so as to create a balanced approach in their teaching. According to them, a balanced approach can involve three key elements:

- Teachers should consider their teaching environment carefully because the most significant factor about a balanced approach is to be able to be sensitive to other diversities (McKay, 2002).
- Without considering the variety taught, teachers should enable learners to understand that learners' own variety of English may be more valuable even if it is not discussed in class. (Farrell & Martin, 2009). This perspective may increase confidence and desire of learners to use English in communication (Cook, 1999).
- Teachers should prepare students for possible future interactions which include different varieties of English (Jenkins, 2000). Different varieties of English can be found on the Internet, radio, television, computer or newspapers (Cook, 1999). Additionally, if students understand differences, possible misunderstandings will be less and students will have more tolerant to other cultures and varieties (Farrell & Martin, 2009).

2.4.3. Standard English and World Englishes Related Studies

Kubota (2001) carries out a pilot study to increase awareness of high school students about globalization of English in North Carolina. Each session is held weekly and the lesson lasts eight weeks. The aim of the lesson is to enable the students be aware of varieties of English in the USA and world, difficulties of being native like and how to communicate with WE users. The findings show that the lesson influenced the students in plenty of ways. While some of them were not familiar with WE before, they had positive attitudes towards it after the lesson. Additionally, some of the students started to learn WE and they were not sure about the effects of WE after sessions. Another group of students were not interested in WE and the lesson did not affect their views positively.

In their study, Farrell and Martin (2009) tackle with SE and WE, and talk about a balanced approach. They explain that teaching local varieties might be as problematic as teaching SE, so teachers should decide what type of English to deal with in the class. Additionally, they present two examples to utilize in the balanced approach, one is based on idiomatic expressions while the other one is about different varieties of English.

Kılıçkaya (2009) deals with World Englishes in his study. He mentions English has turned to be the best option for communication among people from different parts of the world. To shed light to WE discussion, he commends teachers should decide which English to use in class. Moreover, he expresses teachers are responsible for making learners familiar with and tolerant for differences.

According to findings of Jindapitak and Teo (2013), the language model reinforced in Thailand is the standardized version. However, this version may not correspond to various sociolinguistic backgrounds in the world. They also mention that integrating World Englishes into language curriculum has become more important. Additionally, they suggest teachers should make their students familiar with different varieties of English

In their study, Ateş and et al. (2015) focus on integrating World English perspective in teacher education program. The study was conducted with 215 pre-service teachers in the USA in 2011. They conclude that if pre-service teachers had courses based on WE more, they would have a chance to reshape their perspectives in language teaching. Therefore, teacher education programs should train students to be respectful for differences.

Mareva et al. (2016) deal with perceptions of four English teachers from two secondary schools in Zimbabwean. Their study shows that although SE is still more dominant than other varieties, some other varieties of English are started to be taught in schools. They also present that the aim of language teaching should be to be able to communicate rather than being like a native speaker.

2.5. The Dichotomy of Native and Non-native Speakers

The dichotomy of native and non-native speakers has been prominently discussed with global status of English. This section of the study represents native and non-native speakers of English, communication strategies, intelligibility and comprehensibility, mutual negotiation, and NEST and non-NEST related studies.

2.5.1. Native and Non-native Speakers of English

Cheshire (1991) mentions the distinction between native and non-native speaker is unclear and difficult to functionalize. Medgyes (2001) suggests that the dichotomy of native and non-native should not be undervalued or ignored, yet it should be investigated

in-depth. Some researchers imply native and non-native speaker concepts are unlikely in linguistic area (Holliday, 2006). Nevertheless, the concept of NS is everlasting and creates a part of the origin of the language (Hujala, 2009).

Kramsch (1997) defines native speaker is a person who has a natural ability to separate between grammatical and ungrammatical. She remarks people who were born in English speaking place are native speakers, as well. Medgyes (2001) explains native speakerhood is a complex concept because it covers birth, education and environment of the speakers where they are exposed to the language. Hujala (2009) indicates that being a native speaker is related to personal attribution; a native speaker can recognize another native and has the ability of adding to the language. Although Braine (2013) expresses the native speaker notion and its connotations are controversial, Chung (2014) verbalizes there are some factors related to being a native speaker and those are race, ethnicity, accent and national origin.

According to Cook (1999), someone is a non-native speaker if s/he uses the language as a second or foreign language. Then, a non-native speaker may be defined as the speaker who does not have same features with a native speaker. Medgyes (2001) indicates non-native is a person that uses English as a second or foreign language.

Kramsch (1997) states the importance of native speaker has increased since 1970 when grammar-translation and audio lingual methods started to lose their significance she also mentions that language learners are supposed to speak like native speakers. Crystal (2003) assumes that there are approximately 350 million of native speaker of English around the world. Holliday (2006) connotes the ideal of native speaker has a significant and universal role both in and outside of English speaking countries and he expresses the effect of being a native speaker can be observed in many parts of life including education, employment, professional life.

Medgyes (2001) defines a NEST is a teacher whose mother tongue is English and indicates that people whose mother tongue is English still have some advantages when compared to non-natives. NESTs contribute to teach English so that learners can improve both linguistically and culturally (Bayyurt, 2006). Wahyudi (2012) implies that NESTs are successful at teaching speaking, pronunciation and a good role model for learners because they acquire the language automatically. Moreover, he represents NESTs can teach English integrated with the culture and talk about plenty of topics in the class since they have a grasp of various contexts in the language. According to Kramsch (2013), a good number of schools in the world prefer NESTs because of their knowledge of

authentic language and target culture although those teachers are not familiar with learners' source culture or the school system.

With the globalization and changes in language teaching in the world, English seems to start being a language embracing different varieties and cultures. Kramsch (1997) questions the idealization and importance of native speakers on communicative competence and discusses that NSs may not use idealized or Standard English based on different geography, social status, job or age. She also emphasizes that sociocultural changes in language learning and teaching and the number of multilingual and multicultural learners in the world have caused questions about importance of native speakers. Rajagopalan (2004) depicts the native speaker as a model speaker is not valid any more as the rules of communication have changed. Holliday (2005) predicates native speakerism should be prejudices related to everyday life and this concept should be discounted in order to meet the needs of language learners with different countries and backgrounds. Doerr (2009) mentions non-NESTs have some certain advantages that can compensate their lacks.

Canagarajah (1999) points out that most of the English language teachers in the world are non-native speakers. Medgyes (2001) defines a non-NEST is a person that uses English as a second or foreign language, takes place in an ELF context, teaches monolingual students, has the same mother tongue with his/her learners. He also indicates an advantage of being a non-NEST is that they may present a learner model in a better way. Cook (2007) emphasizes non-NESTs are more advantageous because they know more than one language. Wahyudi (2012) specifies non-NESTs have the advantageous that when students have a problem of understanding, the non-NEST in the class can use students' first language. Additionally, he remarks if the teacher has the same background with the students, students may feel closer to their teacher. Yoo (2013) highlights non-NESTs have experience based on unfamiliarity and foreignness of English which students are possible to experience, so it is an advantage of being a non-native. He also remarks that an ideal teacher is a non-NEST since they have had the experience of learning English as learners do. Non-NESTs are advantageous because they have learnt English with the way their students do, they are not familiar with target culture, though (Kramsch, 2013).

Braine (2010) points out non-NESTs have some external difficulties in TESOL such as hiring requirements, *native speaker fallacy* and unawareness of some English teachers about rise of and increasing respect to non-NESTs. He also emphasizes that non-NESTs are assumed to have less competent in addition to numerous discrimination in

employment. Wahyudi (2012) mentions conferences in TESOL and other related fields are usually possessed by NESTs. In view of Braine (2010), NEST also have some internal difficulties and they are arbitrary use of the language, anxiety of low proficiency, being non-skilled, not reading materials in English, lack of self-confidence and anxiety based on one's own accent. Some NESTs do not feel confident and pretend to be native-like while speaking to native speaker colleagues (Braine, 2010).

There have been attempts to give learners different linguistic, social and cultural situations even if they speak the same language and she explains those attempts may help students to obtain different ways of expressing themselves (Kramsch, 1997). Moreover, she conceives that when people can speak two or more languages, they can deal with cultural differences. Cook (2007) explains the goal of language teaching is not being able to speak like a native speaker, so non-NESTs may be more advantageous as they speak more than one language.

In view of Medgyes (2001), non-NESTs usually feel disadvantageous and discriminated in hiring. Canagarajah (2005) reflects 80 per cent of English teachers are non-native in the world although they are considered to have less professionalism than NESTs (Mahboob, 2010). Selvi (2010) states focusing on native speakers result in unfairness and discrimination in employment. He also indicates that when NESTs are considered as the criteria in employment, non-NESTs may have detrimental effects on their self-esteem, classroom practices and professional perception. However, cooperation and collaboration among NESTs and non-NESTs can enable language teachers to foster themselves in education and teaching (Mahboob, 2010).

Tajino and Tajino (2000) indicate the ideal non-NESTs are who are near native and the ideal NESTs are who have high proficiency in students' first language. According to Matsuda and Matsuda (2001), ELT field has started to embrace both strengths and weaknesses of NESTs and non-NESTs in different contexts. Cook (2007) states both NESTs and non-NESTs should be in the same position. Selvi (2011) enounces non-NESTs are supposed to have the same lines with NESTs. Yoo (2013) suggests that NESTs and non-NESTs should stay in touch with each other because non-NESTs are familiar with how students learn English and NESTs are ownership of the language.

2.5.2. Communication Strategies

Dörnyei and Scott (1997) indicate the focus on *communication strategies* (CSs) started in early years of 70s because scholars found out that differences between target language users' language knowledge and communication styles may result in problems in communication. CSs may be defined as a number of skills that a learner benefits to eliminate language problems during communication (Ellis, 1994), although there is no definition of CSs which is accepted worldwide (Dörnyei & Scott, 1997).

Mauranen (2007) indicates that language users need to deal with numerous factors like various accents, language proficiency and cultural background in lingua franca context. ELF speakers are possible to apply pro-active work to provide effective communication (Mauranen, 2007) and utilize different strategies to communicate (Kaur, 2010). According to Björkman (2014), communication strategies are appropriate for ELF because the main aim is to be able to communicate in lingua franca context. She also explains there are a good number of different asymmetries in ELF communication so speakers use various strategies. Mauranen (2018) indicates that language users prefer to utilize forms which are easy to use and avoid the ones hard to produce and understand.

Firth (1996) analyses two non-native speakers talking on the phone and asserts some principles about ELF interactions. According to his *let it pass* principle, when a speaker is unsure of the meaning, s/he does not ask but expects to understand the meaning during the process of communication. *Make it normal* principle is about a speaker who uses an unknown vocabulary item to confirm the correctness. Mauranen (2006) expresses confirmation checks are one of the most widely used tools in ELF settings because they help mutual understanding. Prodromou (2007) also presents *I just ask if I do not understand* principle that is related to *let it pass* principle. Afterwards, Firth (2009) explains another principle *flagging for markedness* that is about an individual's own use of idiomatic expression, hesitation pauses and self-correction. Vettorel (2018) mentions speakers utilize *confirmation checks* and *meaning negotiation requests* both in real life and ELF interactions. However, there has not been any study which directly focuses on creating CSs framework for ELF (Björkman, 2014).

Sifakis (2006) indicates communication bound (C-bound) and norm bound (N-bound) approaches. Although learning in classroom is related to N-bound, communication in real life is about C-bound. During their interactions, people do not pay attention to linguistic features and discourses. Therefore, language learners should be

exposed to various uses of English to be able to communicate successfully. In this way, they can utilize different communication strategies such as asking questions and making repairs while communicating.

MacDonald and et al. (2006) clarify that when NNSs communicate with each other, they have a tendency to utilize similar communication strategies. Mauranen (2006) imports that ELF interactions have a cooperation in its nature because speakers try to be explicit and avoid possible misunderstandings. Additionally, she clarifies that misunderstandings are not frequent in ELF interactions. Seidlhofer and Widdowson (2009) denote that what makes ELF distinctive is its speakers' use of communication strategies. Cogo and Dewey (2012) mention that ELF speakers utilize communication strategies to provide understanding and demolish potential non-understanding. Moreover, Vettorel (2018) points out communication strategies play an important role in ELF because there are different linguacultures in ELF interactions so speakers utilize these strategies to solve possible problems about misunderstandings.

2.5.3. Intelligibility and Comprehensibility

Smith and Nelson (1985) define that *intelligibility* is to be able to understand words or utterances of an individual. Munro and Derwing (1999) purport that *intelligibility* is to what extent a listener can understand the message of a speaker. Intelligibility principle mentions that communication is successful when different accents can be understood or when there is no relation between understanding and accent (Munro & Derwing, 1999). McKay (2002) characterizes *intelligibility* is to be able to recognize an expression. Becker and Kluge (2014) explain that *intelligibility* is a complicated issue in English because it does not have a certain definition accepted widely.

Smith (1992) asserts every English user do not need to be intelligible to each users of English anymore since it is related to whom we have to communicate rather than whom we want to communicate. Seidlhofer (2004) denotes there is limited number of misunderstandings in ELF interactions and when they happen, they can be overcome by changing the topic or communication strategies. Walker (2005) denotes traditional target model of English should be considered again and the focus should be on international intelligibility as it is on ELF core. Kirkpatrick (2007) indicates intelligibility is not reliable because even British English has some varieties that could not be understood by users of other varieties. Moussu and Llorca (2008) claim a large group of NNSs are

communicatively more competent than NSs in an international context, especially with a variety which is not commonly used.

In view of Smith and Nelson (1985), *comprehensibility* is to be able to grasp words' or utterances' meanings in a specific context. According to McKay (2002), *comprehensibility* is to know what an expression means. Derwing, Munro and Thomson (2007) point out intelligibility is how difficult or simple a message that is taken by a listener. Matsuura (2007) reflects *comprehensibility* may be a deeper understanding than intelligibility.

Jenkins (2002) explains *Inner Circle* speakers and listeners have privilege in comprehensibility related studies and they are considered more superior than *Outer* and *Expanding Circle* speakers. However, Hujala (2009) suggests that more research about NNS-NNS comprehensibility should be conducted because familiarity with various varieties in English simplifies to deal with cross-cultural communication.

Kılıçkaya (2009) mentions the most important thing is intelligibility of various uses of English in different parts of the world. Matsuda and Matsuda (2010) reiterate that the main focus should be on intelligibility and comprehensibility rather than focusing on a single variety of English. Jindapitak and Teo (2013) denote that language teaching should ensure skills which are necessary for both linguistic performance and being an international speaker in various contexts of English. Mareva et al. (2016) emphasize that the main goal of language teaching should be based on communicative competence rather than being native-like.

2.5.4. Mutual Negotiation

According to Bocanegra-Valle (1988), negotiation can be approached as mutual effort in which participants try to solve misunderstanding to communicate successfully. Negotiation may be defined as the dialogue between two or more people which aims to enable to understand each other, solve problems related to differences, get benefit from the dialogue and provide an agreement (Čulo & Skendrovič, 2012). They also mention when a negotiation is successful, people accept different values, beliefs and perceptions of other person/people in the dialogue.

In view of Thomas (1995), grasping meaning is a dynamic process because it involves both listener and speaker negotiating the meaning. Kaur (2010) explains understanding is based on collaboration and negotiation between participants in

communication. Cogo and Dewey (2012) remark meaning depends on both exploiting and choosing discourse process to provide negotiation mutually.

Firth (1996) states ELF communication focuses on providing mutual understanding without considering correctness. Jenni (2011) points out ELF users make use of the language creatively to carry out mutual understanding and successful communication. Matsumoto (2011) mentions ELF speakers can engage in interactions mutually and negotiate meaning successfully since they have more equal status than a native and non-native context. Cogo and Dewey (2012) explain that ELF users are rightful speakers but they are not poor in interlanguage interactions. Min (2015) remarks ELF places emphasis on mutual negotiation rather than standard forms of a specific group of people and ELF users achieve mutual understanding around the world.

2.5.6. Native and Non-native Speakers Related Studies

Medgyes (2001) investigates differences between NESTs and non-NESTs based on their teaching behaviours. The study shows that non-NESTs focus on accuracy, formal English and grammatical rules. However, NESTs aim at teaching oral skills and authentic language in addition to fluency and meaning. Moreover, the study reveals the ideal NEST is someone that has some proficiency in native language of his/her students and the ideal non-NEST is the teacher who is able to achieve a native-like proficiency in English. The study also mentions that the ideal school should have both NESTs and non-NESTs in equal numbers since they complete each other's weaknesses.

McKay (2003c) studies opinions of Chilean teachers based on native and non-native speakers. The study shows those teachers see themselves as bilinguals and know their strong sides. They are strong because they know local culture, language and education system although they have limited chance to get education and develop in profession. They also mention NESTs have better pronunciation and knowledge about target culture, are more fluent but they do not know local context very well and do not speak mother tongue of students fluently.

In their study Lasagabaster and Sierra (2010) deal with perception of university students about NESTs and non-NESTs. The perceptions are about language skills, vocabulary, grammar, pronunciation, culture, assessment and learning strategies. The students in the study generally prefer NESTs or collaboration of NESTs and non-NESTs.

However, when the perceptions are about teaching of grammar, the students shift towards non-NESTs.

Coşkun (2013) studies about ideas of Turkish EFL teachers to hire native speakers from *inner circle* countries. Most of the teachers in the study are afraid of discrimination and possibility to lose their jobs. They believe that NESTs should not be more powerful than non-NESTs because it may result in non-NESTs' losing authority in class.

Min (2015) focuses on mutual understanding in ELF context by evaluating audio recordings obtained from 18 participants with nine different mother tongues. The study shows that when participants have problems about understanding, they utilize different communication strategies to be able to ensure mutual understanding. Moreover, the participants could compensate their inadequacy with the help of strategies they make use of during communication.

In a current study, Tajeddin and Adeh (2016) investigate perceptions of both NESTs and non-NESTs about advantages and disadvantages of being a native and non-native. Both groups mention there should not be any discrimination between NESTs and non-NESTs for employment. Most of the non-NESTs believe NESTs have better at pronunciation, speaking although NESTs think being a native is not same with being successful in profession.

2.6. Summary

This chapter represents an in-depth explanation of ELF and ELF related studies to provide background to the particular study. In general, ELF supports and enables people to communicate in different situations. Additionally, it mentions culture should be dealt in language classes to raise cultural awareness of language learners. Moreover, it reflects language learners should be familiar with different uses of English around the world to communicate effectively in various contexts.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents a general overview of the methodology by dealing with the key aspects of the study. First of all, the research questions of the study are clarified. Next, the research paradigm and research design of the study are explained in relation to the rationale to use mixed-methods design. Following that, the research setting and participants are mentioned. Furthermore, the data collection tools, pilot study and procedures of data analysis are represented. Finally, this chapter refers to the ethical considerations and trustworthiness of the study.

3.1. Research Questions

The main aim of this study is to find out how English language instructors perceive ELF and ELF-related issues. Moreover, it purposes to elicit how these issues are practiced in English language classrooms. This study was conducted in order to seek answers to the following research questions:

1. What are the ELF perceptions of English language instructors?
2. What are the ELF perceptions of English language instructors on the issues concerning:
 - a. Cultural Aspects in English language teaching
 - b. Standard English or World Englishes
 - c. The dichotomy of native and non-native speakers
3. How are these ELF issues practised in the non-native English language instructors' classrooms?
4. Is there any consistency between English language instructors' ELF and ELF related issues perspectives and in-class practices?

3.2. Research Paradigm

According to Guba and Lincoln (1994), a paradigm is related to worldview which explains the world's nature and the place of individuals in that world, and possible relationship between the world and its parts. Schwandt (2001) mentions paradigm is a common worldview which reflects both beliefs and values, and the possible solutions of

the problems in a field. Research paradigm of a study is about all the decision which has been taken during the process of the study and presents what the ideology of a researcher is (Creswell, 2007). Figure 4 represents how to decide which research paradigms to be used in a study.

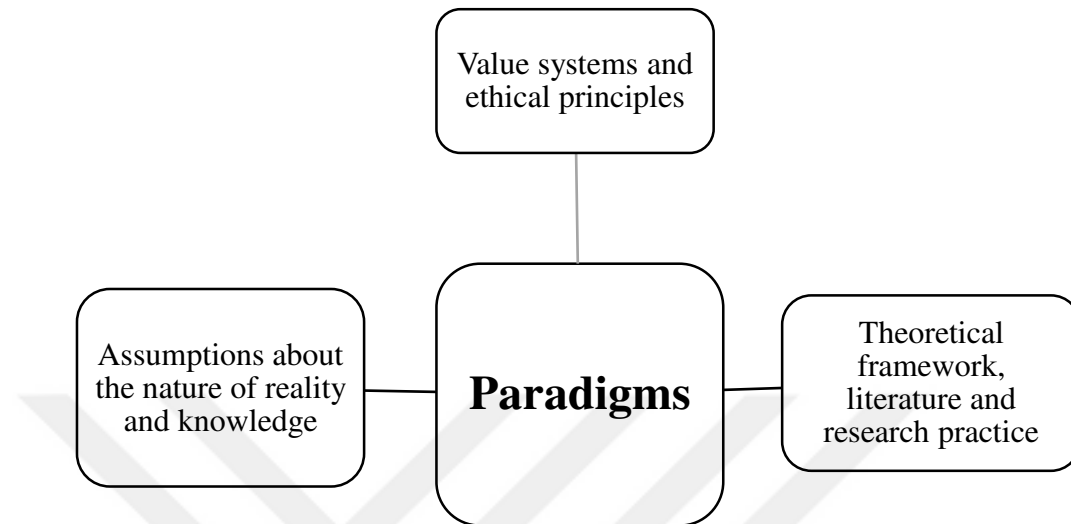


Figure 4. How to choose paradigms

Source: Kawulich & Chilisa, 2012, p.3

There are specific paradigms which are related to certain kinds of studies. In view of Chilisa (2011), *positivist/post-positivist research paradigm* is related to refer the laws which are general and applicable for the universe; *constructivist/interpretative research paradigm* is about to understand nature of human beings; *transformative/emancipatory research paradigm* is based on extinguishing myths and encourage people to change the society; *postcolonial/indigenous research paradigm* is associated with former colonies and reconstruction of the knowledge which is possible to create a transformation and social change on the oppressed. Chilisa and Kawulich (2012) emphasize that there is not a certain correct paradigm and the choice of a paradigm is dependent on a researcher's views and how s/he designs his/her study.

The aim of *constructivist/interpretative paradigm* is to understand experience of people and it is placed in a natural setting (Chilisa & Kawulich, 2012). In this paradigm, research questions are mainly open-ended questions which do not direct participants and describe the situation (Creswell, 2003). Data collection tools of this paradigm are interviews, visual aids, observations, personal/official documents, informal interactions and drawings (Chilisa & Kawulich, 2012).

This study adopted *constructivist/interpretative paradigm*. In this study, ELF and ELF-related issues were the reality and it aimed to obtain the perceptions of participants and observe classroom practices of participating instructors. The participants were active representative of the situation which the study was based on. The study was conducted in the context where participants have their teaching, so their natural setting was not changed. As the researcher of the study, I did not focus on finding a general or universal fact; yet I aimed to search how each instructor of the study comprehend and decipher the issues in the study.

3.3. Research Design

Vaus (2001) explains research design is about forming a whole study from asking questions to data analysis and reporting. Creswell (2003) indicates that approaches have changed because of technological changes and people have formed new procedures to conduct research. Creswell (2012) clarifies that a researcher chooses his/her research design according to the research problem and research questions to be dealt with. Creswell (2014) enucleates the most advanced research designs are *qualitative*, *quantitative* and *mixed methods* research design.

Qualitative research is the approach that focuses on exploring and finding out how an individual or a group interpret a problem. *Quantitative research* aims to test theories through analysing relationship among variables. *Mixed methods research* is the approach which involves both qualitative and quantitative data to present a more detailed understanding of a research problem (Creswell, 2014). Table 1 represents research approaches by Creswell (2014).

Table 1

Research approaches

Quantitative Methods	Qualitative Methods	Mixed Methods
Pre-determined	Emerging methods	Both pre-determined and emerging methods
Instruments based on Questions	Open-ended questions	Both open-ended and close-ended questions
Performance, attitude, observational and census data	Interview, observation, document and audio-visual data	Multiple forms of data
Statistical analysis	Text and image analysis	Both statistical and text analysis
Statistical interpretation	Themes, patterns interpretation	Across databases interpretation

Source: Creswell, 2014, p.45

3.3.1. Mixed Methods Research Design

Mixed methods approach is associated with basing claims on informative basis (Creswell, 2003). It is defined that it is the research in which a researcher uses both qualitative and quantitative approaches while collecting and analysing the data and integrating findings (Tashakkori & Creswell, 2007). Creswell (2012) defines mixed methods research is the combination of both qualitative and quantitative approaches to obtain a deeper understanding. He also states that mixed methods research design is not based on collecting two opposite sides as it combines those two different sides. Fraenkel, Wallen and Hyun (2012) state that mixed method research enables researchers to express and clarify, investigate and verify the relationship between variables.

Creswell (2012) denounces there are numerous reasons to use mixed methods design. Mostly, researchers utilize this type of design when they have both qualitative and quantitative data to understand a problem in a more detailed way. They also use this

method when a qualitative or quantitative design is not enough to address a problem. Moreover, they apply this method so as to present a new perspective in a study.

There are different types of mixed methods research that are commonly used in educational research. *Convergent parallel* design, *explanatory sequential* design, *exploratory sequential* design and *embedded* design are the four basic types while *transformative design* and *multiphase design* have started to be widely used recently (Creswell & Plano-Clark, 2011).

3.3.2. Mixed Methods Sequential Explanatory Design

Ivankova, Creswell and Stick (2006) remark that mixed methods sequential explanatory design is widespread among researchers. In this design, quantitative data collection and its analysing come first while qualitative data occurs secondly in a study. Quantitative data and its analysis present a general understanding and qualitative data details statistical data by investigating views of participants in a detailed way (Creswell, 2003). It is advantageous because it provides opportunity for detailed research about quantitative data. However, it has also a drawback since it requires long time and various resources to obtain and analyse both data types (Ivankova et al., 2006).

The importance of quantitative, qualitative or both data are based on a researcher's decision about the study (Creswell, 2003). Sequential explanatory design generally focuses on quantitative data since its first phase is quantitative data collection; qualitative data or both types of data can be the focus of the study depending aims of the study, though. (Ivankova et al., 2006).

3.3.3. Rationale for Adopting Mixed Methods Research Design

Ivankova et al. (2006) indicate the rationale for using both qualitative and quantitative methods enables to get detailed and sufficient information about the problem. The general rationale to use mixed methods research design in social studies is to be able to understand the problem better (Watkins & Gioia, 2015).

The fundamental rationale to use mixed methods design in this study is to obtain more detailed perspectives of the instructors about ELF and ELF-related issues. Mixed methods design is effective when a researcher needs strong aspects of quantitative and qualitative data (Creswell, 2012). In this study, it is purposed to get detailed information by congregating qualitative and quantitative data to obtain perceptions of English

language instructors and observe their classroom practices about ELF and ELF-related issues via a questionnaire, classroom observation and semi-structured interview.

The study was conducted by collecting quantitative data first and qualitative data as second. In the first phase of the study, quantitative data were obtained via the questionnaire which was adopted from different studies (Choi, 2007; Moussu, 2006; Tajeddin & Adeh, 2016; and Yilmaz, 2016). The aim of this phase was to investigate views of the language instructors about ELF and ELF related issues. The quantitative data collected via the questionnaire was analysed in the first phase.

Creswell, Plano-Clark, Gutmann and Hanson (2003) mention the aim of the second phase is to explore the data of the first phase in detail. In the second phase, the qualitative data were obtained through classroom observation and semi-structured interview. However, there was also some qualitative data in the first phase of the study obtained through three open-ended questions in *ELF* part of the questionnaire.

In this study both qualitative and quantitative data are important and neither of them prior to other as it is referred by Morgan (1998) that it depends on the choices of the researcher. To clarify mixed methods sequential explanatory design used in this study, the visual was presented below (See Table 2)

Table 2

The design procedures of the study

PHASE	PROCEDURE	PRODUCT
Quantitative data Collection	Conducting the questionnaire (n=36)	Numeric data
Quantitative data Analysis	Inputting the questionnaire data on SPSS edition 23	Descriptive statistics (frequencies)
Relating quantitative and qualitative phases	Selecting participants for observation and interview and developing interview questions	Interview questions and arranging classroom observation, voluntary participants (n=6)
Qualitative data Collection	Conducting classroom observation and semi- structured interview	Researcher journal, interview transcripts.
Qualitative data Analysis	Coding and thematic analysis	Codes and themes
Integration of the both results	Interpreting and explaining of the data	Discussion, implications and future research.

3.4. Selecting Participants

Marshall (1996) states selecting participants in a study is a significant part in a study because it is not practical to research with all related population. Kemper, Stringfield and Teddlie (2003) indicate that deciding sampling is one the fundamental elements in a study. *Convenience sampling* is based on choosing a sample from a group that is easy to access for a researcher (Kemper et al., 2003). Creswell (2012) mentions participants in *convenience sampling* are selected because they are both voluntary and available. He also explains although participants in this sampling may not reflect all population, they can present beneficial information for the study.

In this study, convenience sampling was employed since the participants were chosen from the preparatory school. The language instructors were selected to conduct

the study because they were not only available but also willing to participate in the study. Moreover, the participants were accessible to arrange time for semi-structured interviews and classroom observations. The number of the participants was 36 because only voluntary instructors participated in the study.

3.5. Research Setting

This section of the study presents detailed information about not only the research site but also the research participants.

3.5.1. Research Site

This study was conducted in Preparatory School of Çağ University, one of the private universities in Mersin, Turkey in the Academic Year of 2017-2018. In this university, a proficiency exam is organized a week before the fall term of the Academic Year. There is a placement test in this school, which is held a week before the fall academic term so that students can study in classes proper to their English proficiency level.

When the academic term starts, beginner level students are placed in *B* groups, elementary students in *E* groups and pre-intermediate students in *P* groups. The fall term lasts for 16 weeks and spring term is 14 weeks. To be successful in preparatory school, students need to get 60 points out of 100 when their pop quizzes, monthly and final exam results are evaluated together. When students finish preparatory school, they are supposed to be B2.1 level of English based on Common European Framework of Reference for languages (CEFR), which forms foreign language teaching standards with six levels A1, A2, B1, B2, C1 and C2 (Council of Europe, 2001). The aim of CEFR is to enable a common framework and provide a reflection of current practices for language teaching (North, 2014).

In the school, there are three courses for each level: “*Course book*”, “*Listen & Speak*” and “*Read & Write*”. Although each level has 4-hour “*Listen & Speak*” and 4-hour “*Read & Write*”, their hours for course book change according to the level. Each *B* group has 20-hours, *E* group 18-hours and *P* group 16-hours course book in a week. However, their course book hours decrease two hours for each level in Spring semester because each level has two-hour “*English for Specific Purposes (ESP)*” based on their departments.

Both NESTs and non-NESTs teach as instructors at the preparatory school. There are 48 language instructors and nine of them are NESTs. There is not a specific course that each instructor is supposed to teach, so each instructor can teach all courses in all levels. Yet, the institution prefers NESTs to teach “*Listen & Speak*” and “*Read & Write*” courses since the institutional policy covers issues like various cultures across the globe, intercultural communication and different accents of English in order for students to be exposed various speaking environments and accents.

3.5.2. Participants

The participants of the study were 36 English language instructors who work at Çağ University Preparatory School in Mersin, Turkey. Although there were 48 instructors in the school, 12 of the instructors were not included in the study as participation was based on voluntary basis. To choose the participants, *convenient sampling* was used since convenient sampling is based on “involving the selection of the most accessible subjects” (Marshall, 1996, p.523).

The quantitative data were collected from 36 instructors and the qualitative data were obtained from six of them. They taught at least two different classes for two terms during the year. Their age range between 20 to 50 and more, and they have various mother tongues, mostly Turkish. They had different years of teaching experience and university degrees. Table 3 below presents detailed information about the participants.

Table 3

The profile of the instructors in the study

	Number (f)	Percentage (%)
Gender		
▪ Male	10	27.8
▪ Female	26	72.2
Age Groups		
▪ 20-30	14	38.9
▪ 31-40	14	38.9
▪ 41-50	5	13.9
▪ Over 50	3	8.3
Mother Tongue		
▪ Turkish	28	77.8
▪ English	4	11.1
▪ Arabic	1	2.8
▪ Slovak	1	2.8
▪ Russian	1	2.8
▪ Bilingual(Arabic & French)	1	2.8
Years of Teaching		
▪ 2 years or below	5	13.9
▪ 3-4 years	5	13.9
▪ 5-7 years	6	16.7
▪ 8 years and more	20	55.6
Degree		
▪ Bachelor's	23	63.9
▪ Master's	13	36.1

3.6. Data Collection Tools

The methods and instruments that were used in the study were questionnaire, classroom observation and semi-structured interview. According to Mackey and Gass (2005), triangulation is to utilize various different tools to collect data in a study. They also clarify that using only one method never provides enough information and triangulation decreases possible bias and increases validity and reliability of a study. In order to prevent potential research bias in the study, triangulation was achieved and the data were obtained through different tools.

Table 4

Data collection tools of the study

Data Collection Tool	Procedure and Product
Questionnaire	• Mainly close-ended questions related to ELF and ELF-related issues • Voluntary participants (n=36) • Mainly quantitative data • The data were analyzed via SPSS 23. • Descriptive statistics
Classroom observation	• Classroom practices of participating instructors based on ELF and ELF-relates issues • Voluntary participants (n=6) • Researcher journals • Thematic analysis
Semi-structured interview	• Pre-determined question based on ELF and ELF related issues. • Voluntary participants (n=6) whose class practice was observed. • Interview recording by receiving permission as well as participant consent • Transcript, thematic analysis, codes and descriptions

3.6.1. Questionnaire

A questionnaire is one of the most frequently used data collection tools (Munn & Drever, 1990). According to Brown (2001), questionnaires are types of written documents which include a number of questions or statements to which participants are supposed to respond by writing or selecting answers. Mackey and Gass (2005) point that questionnaires enable researchers to gather data since participants can represent their ideas about an issue/problem.

Mackey and Gass (2005) mention two types of items may be used in a questionnaire: open-ended items –participants can express their ideas in flexible manner- and close-ended items in which possible answers are determined before. While close-ended items are easy to quantify, open-ended items take time to analyse since they include

ideas and thoughts of participants (Mackey & Gass, 2005). Using a questionnaire has various advantages since they are economic and practical, collect data from a lot of participants in a short time, represent comparable information, and have different methods to administer such as via the Internet, e-mail and phone (Mackey & Gass, 2005).

The questionnaire in the study was adapted from Choi's (2007), Moussu's (2006), Tajeddin and Adeh's (2016) and Yılmaz's (2016) studies. The Cronbach's alpha score of the final version of questionnaire is 0.75 after the piloting and necessary editing of the questionnaire. The questionnaire was prepared in English so that native and non-native speakers of English could fill in the same questionnaire. The rationale to utilize a questionnaire in the study, as mentioned by Aldridge and Levine (2001), was its enabling to collect a great quantity of data in a quick, accurate and effective way.

The questionnaire has a beginning part which explains the researcher, institution and the aim of the study shortly and clearly. The contact information of the researcher and time duration of the questionnaire are given in that part. It is also mentioned that participants are free to leave the study without finishing for any reasons if they want to. Moreover, it is emphasized that participation is voluntary basis. It is guaranteed that the data obtained from the questionnaire will be confidential and only be used for scientific purposes. Additionally, there is a consent form approving that the participant takes part in the study entirely voluntarily and there is another part including information based on whether the participant would like to volunteer in an oral interview and/or classroom observation (See Questionnaire Protocol).

The questionnaire used in the study includes mainly Likert-scale type of questions and some open-ended questions to elicit English language instructors' perceptions about ELF and ELF related issues. Dittrich, Francis, Hatzinger and Katzenbeisser (2007) point out that Likert type data are not only an important tool in psychology and social surveys but also an ever present method to collect the data.

The questionnaire consists of five main parts. In the first part, there are six close-ended questions about background information of the participants such as gender, age, mother tongue, teaching experience, degree and objectives of teaching English. In the second part, there are three open-ended and a close-ended item about definition of ELF, learning about it and integrating it into courses. In the third part, there are 16 statements related to cultural aspects in ELT adapted from the questionnaire of Yılmaz (2016). The fourth part includes 19 statements about SE and WE adapted from Choi's study (2007). In the last part, there are 12 statements based on the dichotomy of native and non-native

speakers of English which was adapted from the study of Moussu (2006) and Tajeddin and Adeh (2016).

3.6.2. Classroom Observation

Mackey and Gass (2005) mention that observational data are widely utilized in second language research because they provide detailed information about a research issue. In view of Cowie (2009), observations are noticing consciously and observing behaviours of participants in their natural context in detail. Creswell (2012) demonstrates in an observation, a researcher can keep notes about the participants and their behaviours/actions in a natural setting. Mackey and Gass (2015) depict observations are beneficial since they enable a researcher to collect detailed data about the participants' behaviours and actions.

In this research, the researcher carried out a single classroom observation with each of the six participants after collecting and analysing the questionnaire. The participating instructors of the observations were chosen on a volunteer basis and the timing of observation was planned based on participants' weekly schedule. Additionally, the participants were all from Expanding circle countries whose nationalities are generally Turkish (n=3), Algerian (n=1), Slovak (n=1) and Russian (n=1). Each participant was observed once during their teaching by the researcher. As observations are hardly ever used as the only instrument to collect the data (Crocker, 2009), classroom observation was used in combination with other methods used in the study.

To be able to observe classes in a detailed way, the researcher kept a researcher journal. Dörnyei (2007) reflects that researcher journal is a diary that a researcher keeps in a research study. The aim of keeping researcher journal was to reflect classroom practices in a detailed way in the study. Although there was not a certain form of the researcher journal, the researcher took notes related to classroom practices of the participants during each observation.

3.6.3. Semi-structured Interview

Creswell (2012) explains an interview is a tool that when a researcher asks a question to a participant/group of participants and record their answers to understand better during data analysis. There are mainly three types of interviews: *structured*, *unstructured* and *semi-structured*. In structured interviews, there are pre-determined

questions which are formed to collect significant data from the participants while unstructured interviews are like unplanned speech that has non-predictable data for a researcher (Mackey & Gass, 2005).

Semi-structured interviews contain a list of questions to explore the issue/problem without strict wording and question sequence (Mackey & Gass, 2005). Dörnyei (2007) expresses that the interviewer is a guide in this type of interview although s/he is also interested in getting detailed ideas about the issue. Galletta (2013) purports that these types of interviews are flexible because they are adequately formed to get the data related to research questions while they offer freedom for participants to verbalize their ideas with their own words. The rationale to use a semi-structured interview in this study, as stated by Tajeddin and Adeh (2016), was to conduct flexible conversation so that the participant could give more detailed information about the research issue.

The researcher of the study conducted *semi-structured interviews* with six participants from *Expanding Circle Countries* with different nationalities respectively Turkish (n=3), Algerian (n=1), Slovak (n=1) and Russian (n=1). and they lasted 5-13 minutes. The interview with each participant was conducted after filling in the questionnaire and participating in classroom observations. The interviews were conducted in a suitable place and time for both the researcher and participant to eliminate the problems based on time limitation, noise and anxiety. Additionally, the interviews were audio recorded to analyse the data more carefully by receiving permission from the participants.

The topics in the interview are similar to the ones in the questionnaire because interviews are interactive and enable a researcher to obtain more data when the first data are not specific enough (Mackey & Gass, 2005). The interview consists of topics to investigate in-depth perspectives of participants about a) *ELF*, b) *Cultural aspects in language teaching*, c) *SE and WE*, d) *NESTs and non-NESTs*. The interviews were guided with a list of questions determined before, yet they were flexible enough to enable participants to express their views and ideas freely (See Interview Protocol).

3.7. Data Collection Procedure

3.7.1. Pilot Study

A pilot study can be defined as a small-scale version of a procedure that is planned to conduct (Mackey and Gass, 2005). In view of them, pilot test may help potential

problems to happen during data collection (2000). They also mention pilot study helps a researcher check and revise the materials if needed (2005).

The pilot study was conducted to check whether the questionnaire and interview are effective to receive detailed ideas. Eight English language instructors participated in the pilot study of the questionnaire in August, 2017. The Cronbach's alpha score of the questionnaire was 0.56. With the help of piloting, the researcher obtained data related to the content of the questionnaire. After the piloting and obtaining feedback from the participants, the researcher revised the questionnaire, omitted and added some statements, then created the final version of the questionnaire so that the participants could reflect their ideas without being confused. The final version of the questionnaire has the Cronbach's alpha score of 0.75 according to the second piloting conducted in October, 2017 with eight language instructors.

Semi-structured interview questions were also piloted with two participants. The participants provided feedback for the questions of the interview and shared their suggestions with the researcher. Since the feedback was obtained, the interview questions were redesigned to be able to understand participants' opinions in detail.

3.7.2. Main Data Collection

After the pilot study was completed and essential revisions were made on the questionnaire and interview, main data collection procedure started in December, 2017. Firstly, the questionnaire was distributed to 42 instructors working in the preparatory school because it was the number of the instructors who gave consent to participate in the study. However, 36 instructors were all volunteers to fill in the questionnaire and six of them did not want to participate in the study. While handing out the questionnaire, the researcher informed the participants about the purpose of the study, its voluntary basis, confidentiality and ethical issues. They were kindly requested to sign the consent form at the beginning and tick the interview and classroom observation part if they would like to take part in the following parts. The questionnaires were handed out to the instructors as hard copies and they delivered the questionnaires in two weeks.

When the questionnaires were received, the researcher uploaded the related data on SPSS edition 23. While uploading the data, the researcher also marked down the instructors who wanted to participate in classroom observation and interview. When uploading was over, the researcher negotiated with each participant regarding a

convenient time for classroom observation and then interview. While choosing the classroom observation time and class, the weekly programmes of both the researcher and participant were taken into account.

In the second phase of data collection, six instructors from Expanding Circle countries with different nationalities namely Turkish (n=3), Algerian (n=1), Slovak (n=1) and Russian (n=1) were observed in different classes. The classroom observation was conducted to observe and evaluate participants' classroom practices. Before each observation started, the instructor of the class introduced the researcher to the students and explained the students that the observation was directly related to ELF and ELF-related issues. Each observation took 50 minutes since it is the duration of a course in the school. While observing the practices of instructors, the researcher kept a researcher journal so as to obtain detailed data.

Following the classroom observations, the researcher conducted a semi-structured interview with each participant observed. Before initiating the interview, the researcher offered them to choose the language of the interview so that the participants would feel more comfortable and express themselves clearly. On the day of the interview, each participant was reminded about the ethical issues. All of the interviews were conducted in the researcher's office due to its being a convenient quiet room for recording the data. Each interview was audio recorded by getting permission of participants. There was not any time limitation for the interview since the aim was to get more detailed information about their perceptions and opinions. Although the interview questions were pre-determined, the researcher did not limit participants' ideas so that the participants could express their views about related topics.

3.8. Procedures of Data Analysis

3.8.1. Analysis of the Quantitative Data

To analyse the quantitative data in the study, *Statistical Package for Social Sciences* (SPSS) edition 23 was used. SPSS is a combination of the programs to analyse data especially in social and behavioural sciences (Landau & Everitt, 2004). Larson-Hall (2016) mentions that SPSS may be the most widely used statistical program of social sciences and language researchers also utilize it in their field.

While analysing quantitative data obtained through questionnaire, descriptive statistics were utilized so that the study could present the responses of the participants in

an appropriate and informant way. The analysis was based on the categorization in the questionnaire. The items in the questionnaire were edited by using SPSS transformation – recoding into different variables. Therefore, *agree* and *strongly agree* responses in the negative statements were interpreted as *disagree* and *strongly disagree* or vice-versa.

In the first part of the questionnaire, the background information of the participants was categorised as gender, age, mother tongue, teaching experience, degree and objectives to teach English. For *ELF* part of the questionnaire, the quantitative data were about whether the participants have been acquainted with ELF concept before or not. In *cultural aspects in ELT* part of the questionnaire, there were four categories: *dealing with culture in language classes*, *being familiar with other cultures*, *sharing cultural experience* and *comparing cultures*. For *SE* and *WE* part, three categories were created: *SE*, *WE* and *communication strategies*. The last part called *NESTs and non-NESTs* were grouped as *NESTs*, *non-NESTs* and *institutional policies*. The frequency of the items was presented in tabular form including descriptive statistics.

3.8.2. Analysis of Qualitative Data

Creswell (2007) clarifies that the general process to analyse data in qualitative research is firstly to prepare and organize data, to form categories and to present data in tables, figures or discussion. Merriam (2009) explains that qualitative data analysis process is active, continuous, flexible and cyclical so the researcher may base the analysis on the first phase of data collection or it may continue until the data are obtained totally. Creswell (2014) points out that the aim of qualitative data analysis is to be able to explain the meaning of text and image data.

To analyse the qualitative data collected via the questionnaire, researcher journal and semi-structured interview, thematic analysis was used. Thematic analysis is a process to analyse qualitative data and enables researchers to categorise data in a systematic way. Additionally, it helps them to present data in detail and reflects interpretations (Boyatzis, 1998). While utilizing thematic analysis in the study, six phases of analysis by Braun and Clarke (2006) were used. These phases are 1) being familiar with the data, 2) forming preliminary codes 3) studying for themes 4) scrutinising for themes 5) explaining and naming themes 6) forming the report. While transcribing the data, member checking and colleague support were also utilized. Koelsch (2013) explains that member checking enables a participant to check whether the researcher reports what s/he mentions or not.

The qualitative data were obtained through three open-ended questions in *ELF* part of the questionnaire. The questions were related to ELF definition, learning about ELF and integrating ELF into ELT. So as to analyse the open-ended questions in that part, thematic analysis was utilized as it enables a researcher to eliminate plurality of ideas (Creswell, 2012). So as to increase validity and reliability of the data, colleague support was received.

To analyse the data of the classroom observation collected through the researcher journal, the notes were categorized first under the main themes: *ELF*, *cultural aspects in English language teaching*, *SE and WE*, and *NESTs and non-NESTs*. The first part based on *ELF* involves: *teacher attitude*, *teacher feedback*, and *curriculum and course materials*. The second part –*cultural aspects in language teaching* – deals with which cultures the instructors utilize in their classes. Part three based on *SE and WE* that focuses on teachers use of English, pronunciation and which accent they encourage their students to speak. With the help of these themes, the classroom practices of the participants were discussed and evaluated. So as to ensure validity, the researcher utilized colleague support.

While analysing the data of semi-structured interviews, thematic analysis, colleague support and member checking were utilized. The rationale to use thematic analysis, as mentioned by Guest, MacQueen and Namey (2012), was that it is not just based on counting words or phrases but it requires the involvement and interpretation of the researcher in the study. As each interview was audio recorded, the responses of each participant were listened sentence by sentence and the data were categorized under the main themes which were related to interview questions. To ensure validity, the researcher made use of member checking since it helps decrease incorrect data or misinterpretation of the data by the researcher (Creswell, 2007).

3.8.4. Trustworthiness of the Study

Guba and Lincoln (1981) express quantitative and qualitative methods have different tools to use so each method must have different criteria to enable trustworthiness. According them, *validity*, *reliability* and *objectivity* are the criteria for quantitative research design. However, the criteria for qualitative research design are *credibility*, *transferability*, *dependability* and *confirmability* (Guba & Lincoln, 1981). Trustworthiness is a key issue in mixed-method approach and both quantitative and

qualitative components should be evaluated in terms of trustworthiness (Decuir-Gunby, 2008).

Creswell (2012) enucleates that *validity* is based on whether the tools used in the study match the aims to measure and *reliability* is the criterion that is related to being stable and consistent. The last criterion for quantitative research is *objectivity*, which is about being neutral and achieved when reliability and validity are established in a study (Krefting, 1991).

For the quantitative phase of the study, the statements in the questionnaire were consistent because their aim was to measure same concepts with similar categorization. In addition to that, internal consistency to measure whether the responses to the items are consistent or not was tested and the test revealed consistency among items according to Cronbach's Alpha. The questionnaire was pilot tested and the items which did not provide validity and reliability were redesigned or omitted. In this study, the score of Cronbach's Alpha coefficient for the questionnaire was 0.75, which shows the reliability of the instrument. In order to achieve validity of the questionnaire, there are a number of statements about ELF and ELF-related issues. Additionally, the language of the questionnaire was simple and instructions were clear so that participants could understand statements without ambiguity. Moreover, the researcher was the only person to conduct questionnaires to minimize bias about data collection.

Lincoln and Guba (1985) explain *credibility* is the assurance that findings reflect the truth in the study. Mackey and Gass (2005) mention it is crucial for researchers to achieve credibility since there are multiple assumptions in qualitative studies. *Transferability* is the criterion which is based on applicability of the data in various contexts (Guba, 1981). According to Guba (1981), *dependability* is based on consistency about findings and it can be implemented through triangulation (Krefting, 1991). *Confirmability*, as defined by Reid (1994), refers to the endeavours of a researcher to corroborate his/her findings.

The criteria mentioned by Guba and Lincoln (1985) for qualitative studies were ensured in the qualitative phase of this study. This study increased credibility by conducting data collection process for appropriate time so that participants can express their ideas naturally in company with obtaining data from different contexts and situations. Additionally, member checking was achieved since Lincoln and Guba (1985) mention member checking is the most significant technique to enable credibility in qualitative studies. Krefting (1991) states it is crucial to present particular information

about participants, research setting and context so that audience can evaluate whether the finding can be transferred into their situation. To ensure transferability, the research site, participants and methods were explained in detail. Therefore, the audience can compare the research setting and choose which finding to transfer for their settings. By ensuring member checking and colleague support, dependability of the study was achieved and possible bias was eliminated. To achieve confirmability, the data of the study were represented in detail and triangulation was assured because triangulation decreases potential research bias and increases reliability and validity of a study (Johnson, 1992). Furthermore, the data of the study were represented to enable audience to view data and confirm or reject the interpretation of a researcher (Mackey & Gass, 2005).

.3.8.5. Ethical Issues

In view of Mackey and Gass (2005), there are two main issues which are considered to be related to ethical issues of conducting research. The first one is to obtain *informed consent* from participants. To ensure this issue, the participants should be informed about procedures, purposes, possible risks, benefits and methodology, confidentiality and anonymity of the study and their rights as participants in the research. The second issue is *institution approval*. For the study, the researcher needs to get approval from the institution by providing full information about the study so that s/he can conduct his/her study in the research site (Mackay & Gass, 2005).

In this study, ethical issues in both phases of the study were enabled by utilizing ethical principles and standards. Before conducting the first phase, the approval of the institution was received from the head of the preparatory school by presenting purpose, participants, methodology and planning of the study. In the first phase of the study, the participants were informed about the study and each participant filled the consent form placed at the beginning of the questionnaire. It was also mentioned that the participation was voluntary based, they would be free to leave the study anytime they wanted and all the data obtained would be confidential and anonymous, and used only for scientific purposes. To ensure confidentiality and anonymity, each participant was given a number to refer who they were. Moreover, it was clarified that there is no correct answer in the study, so the participants would express their ideas freely.

In the second phase of the study, the participants were chosen based on their voluntariness to participate in classroom observation and semi-structured interview. It

was remembered that they all had a right to leave the study anytime they would like and the data would be confidential and anonymous. During classroom observations, the class was informed about the study before the course started so they would be comfortable. While conducting interviews, the researcher audio recorded by courtesy of interviewees. The interviews were conducted in a comfortable and quiet place in an appropriate time for both the researcher and participants so that they could express their ideas freely in a stress-free environment.



CHAPTER IV

FINDINGS

This chapter aims to present the findings of quantitative and qualitative data analysis. The findings will be explained under five headings: a) *Perceptions about English as Lingua Franca*, b) *Perceptions about cultural aspects in English Language Teaching*, c) *Perceptions about Standard English and World Englishes*, d) *Perceptions on the dichotomy of native and non-native speakers*, e) *Classroom practices of the instructors* and f) *Consistency between the perceptions and practices*. In this chapter, the findings will be supported by the data obtained from the questionnaire, researcher notes kept during the classroom observations and extracts of the participants from the semi-structured interviews.

4.1. Perceptions about English as Lingua Franca

The data about investigating perceptions of English language instructors were based on whether they had been acquainted with ELF concept, how they would define ELF with their own words, whether they would like to learn about ELF more and their reasons, whether they would like to integrate ELF about their lessons and their reasons to integrate. These findings obtained from the questionnaire and the interviews will be presented under the four headlines.

4.1.1. Objectives of Teaching English

In the first part of the questionnaire, the instructors' objectives to teach English were searched through a close-ended question. There were 36 participants filling the questionnaire, one of the participants did not choose any response for the question, though. Most of the participants (n=31) indicated that they teach English to motivate their students to communicate with people from various cultures.

Table 5

The instructors' objectives of teaching English

	f	%
To motivate their student to communicate with people from different cultures	31	88.6
To motivate their students to communicate with NS	2	5.7
Other:		
a) <i>Both depending their needs</i>	2	5.7
b) <i>Both and to motivate students to learn SE for their academic studies</i>		

On the semi-structured interviews, the interviewees were asked where and with whom their students would need to speak English. These questions aim to get detailed information based on their teaching objectives and perceptions of English. One of the interviewees verbalized “As far as you know, many Turkish people, they would like to travel, for Turk people, so most of them, they would like to go for ERASMUS for like in Europe, they may meet foreign students or many foreign friends you know, then they communicate in English language to them, so I would say Erasmus. (I-1). Another interviewee stated “They will join in programs like Erasmus, for example they will participate in different platforms, meet people from the world, so, I mean, they speak English with these people, so they hear different accents, they hear different cultural sentences from these people, so they will not hear just American English, I mean the places, the things they did, even if they think differently now, they will understand the situation is not so, I mean.” (I-4). Interviewee 6 also reflected “So, whether they will use English in their jobs, I am not so sure, I think most of them won’t use, but English is in our lives, they need English to rise in the world”. Their objectives of teaching and possible places and people the students might speak English with were consistent to each other.

4.1.2. Familiarity with ELF Concept

In the second part of the questionnaire, their familiarity with the ELF concept was investigated by asking participants a close-ended question. Although there were 36 respondents to the questionnaire, one of them did not respond to that question. The result of the questionnaire showed that the majority of the participants (n=26) are familiar with ELF concept.

Table 6

The instructors' familiarity with ELF concept

	Yes		No	
	f	%	f	%
Whether the instructors have heard ELF concept before	26	74.3	9	25.7

4.1.2. ELF Definitions of the Instructors

ELF definitions of the participants were collected through an open-ended question in the second part of the questionnaire. Additionally, the participants taking part in the semi-structured interviews explained their own definitions for ELF. The definitions of the participants were brief and unfolded four dimensions: a) *a common language between people having different first languages and cultures*, b) *a global lingua franca*, c) *an international language*, and d) *a language used to communicate by NNSs*.

English language instructors mostly indicated that ELF is a medium of communication between people who have different first languages and cultural backgrounds as seen in the following data:

“A kind of common language comes from different cultures which has a role of bridge among different languages” (P-4)

“ELF is a common language between people who speak different languages in different part of a country.” (P-16)

“The learning and teaching of English as a means of communication for speakers of different languages” (P-31)

“That is the language through which people communicate. In particular, it is not your mother tongue but it's common among some groups of people in the world.” (P-32)

Some of the participants referred ELF as a global language as displayed in the quotations obtained from the questionnaire:

“In my opinion, English functions as a global language.” (P-2)

“English as a common language of the citizens of the “global village”.” (P-10)

“For me, ELF is to associate students' minds with the idea of using or perceiving

“English as a global language rather than limiting it to a certain group.” (P-11)

A few of the participants considered ELF as an international language as below:

“International language which brings cultures together” (P-13)

“English is considered to be the international means of communication. Therefore, even non-native countries has adopted it as a tool for connection to other speakers and added parts of own culture [sic]” (P-15)

Few of the participants dealt with ELF as a language used to communicate by non-native speakers of English.

“It is a language used to communicate by non-native speakers.” (P-7)

“English is used to communicate with non-native speakers.” (P-27)

4.1.2. Perceptions on Learning about ELF

In the second part of the questionnaire, there was an open ended question related to whether they would like to learn about ELF and why they have such a need. For this very specific question, 25 of the participants responded. The finding suggested that more than half of the participants (n=19) are eager to learn about ELF more (See Table 7). The findings about ELF learning were parallel to the one by Curran and Chern (2017) who concluded that language teachers have a positive attitude about ELF.

Table 7

The instructors’ perceptions on learning more about ELF

	Yes		No		Maybe	
	f	%	f	%	f	%
Whether the instructors would like to learn more about ELF	19	76.0	5	20.0	1	4.0

It was also asked why they would like to learn about ELF to get a deeper understanding of their perceptions about ELF. Although not all the participants explained their reasons, the themes showed that language instructors not only focused on teaching English but also communication when they wanted to learn about ELF more. A participant reflected *“I want to say that as a non-native certified EFL teacher, I’m proud of my identity, culture and accent. The more I learn about ELF, the more I can break down the prejudices of my students” (P-8)*. Another participant mentioned *“Because obviously there have been some innovations in ELT and ELL in terms of ELF, which is*

observable in materials we use as well” (P-30). The responses were mainly gathered around 10 themes that are given below.

Table 8

The instructors’ reasons for learning more about ELF

The reasons for learning about ELF	- to be more competent in teaching English - to widen ELT knowledge - to be interested in ELF topic - to gain insights about the position of ELF - to use English to communicate with people from different nationalities - to adapt English as the international language - to enable communication between cultures - to develop personally and professionally - to motivate students to learn and speak easily - to break down the prejudices
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4.1.3. Perceptions on Integrating ELF into Their Teaching

In the second part of the questionnaire, the open ended question including two parts related to whether they would like to integrate ELF into their teaching and their reasons in integrating ELF. For the first part of the question, 20 participants responded to that question. That part of the questionnaire showed that most of the participants (n=17) are enthusiastic about integrating ELF into their classes (See Table 9). Moreover, Curran and Chern (2017) suggest teacher training programs should deal with new models in language teaching to meet different needs of teachers and students.

Table 9

The language instructors' perceptions on integrating ELF into classes

	Yes		No		Not sure	
	f	%	f	%	f	%
Whether the instructors would like to integrate ELF into their classes	17	85.0	1	5.0	2	10.0

On this question, it was also investigated why they would integrate ELF in their teaching to get more detailed perceptions of the participants about ELF in language teaching. Although not all the participants explained their reasons fully, the reasons in their integrating ELF into teaching differed from various themes. A participant stated “*I don't think using the correct grammar makes a person perfect in a foreign language. I'd rather my students keep a conversation going than writing grammatically correct sentences*” (P-6). Another participant expressed “*Considering the fact that the number of non-native speakers is higher than the number of native speakers, students' chance to communicate with non-natives is higher. Therefore, ELF is what they need*” (P-10). The themes appeared that the instructors develop different points of views on integrating ELF into their ELT context. The themes emerged were presented below in Table 10.

Table 10

The instructors' reasons to integrate ELF into their language classes

The reasons to integrate ELF into their language classes	- to prepare students to communicate with foreigners - to use English in reality - to make English more global - to enable students to take part more in activities - to make students familiar with multiple elements of a language - to motivate students to speak English and express themselves in English - to meet the needs of students - to enable students to perceive the world from a different point - to change the current perception of English - to provide opportunity of implying steps of a non-native speaker - to be an innovative teacher
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On the interview, the interviewees were also asked about whether they had integrated ELF into their lessons to elicit their perspectives and experiences related to ELF. An interviewee verbalised “*Well, I usually speak about different accents, for example I tell them if you speak, I take to, Indian people or Chinese people, it might be difficult to understand their accents at first, so, I always give examples because I talked to many foreigners and of course every time I had to use English, I give some examples but we do not discuss too much, let’s say like this*” (I-2), which is based on integrating various uses of English into language classes. Another interviewee stated “*To be honest, I did not try yet, but why not? I would love to do it in the future, yes*” (I-3), though. Crystal (1997) explained English has turned into a communication tool for not only NSs-NSs and NSs-NNSs, but also NNSs-NNSs.

4.2. Perceptions about Cultural Aspects in English Language Teaching

The data based on cultural aspects were collected through the questionnaire and semi-structured interviews. These aspects were grouped under five different categories: a) *Dealing with culture in ELT*, b) *Familiarity with different cultures*, c) *Intercultural*

competence and awareness, d) *Supporting materials in dealing with culture*, and e) *Language policy in relation to cross-cultural issues*.

4.2.1. Dealing with Culture in ELT

The data based on perceptions of dealing with culture in ELT context were collected via the questionnaire on the first phase and semi-structured interview on the second phase to reflect the perceptions with a more detailed way. Bada (2000) depicts that culture is essential in language classes since it helps learners prevent communication problems. In line with this, approximately all participants (n=35) believed that culture associated with its language has paramount importance. The findings of the quantitative data are given in the following Table 11.

Table 11

The instructors' perceptions about dealing with culture in classes

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Integrating culture is important in language classes.	18	50.	17	47.	1	2.8	0	0.0	0	0.0
Culture should be integrated in English language teaching.	20	55.	14	38.	2	5.5	0	0.0	0	0.0
Integrating culture is important only if students need to be familiar with it.	0	0.0	7	19.4	5	13.9	19	52.8	5	13.9
Language instructors should deal with culture only if there are international students in the class.	0	0.0	0	0.0	1	2.8	26	66.6	11	30.6
Language and culture should be taught together.	19	54.	16	45.	0	0.0	0	0.0	0	0.0
Providing cultural information encourages students to learn English.	13	36.	19	52.	3	8.3	1	2.8	0	0.0

The interviewees were asked whether they believe that integrating culture is important in language classes. Therefore, it was aimed to receive their views about

dealing with culture in language classes. Their views revealed that the language instructors in the study give importance to integrate culture in their classes, which is in line with the finding of the first phase. An interviewee explained “*I think so, because you know the best way is to provide context, then based on culture you can provide better information for students, maybe more enjoyable for them as well*” (I-1). Interviewee 3 also verbalised “*Well for me, I think it is really important, culture teaching, it is going to be kind of, how to say, not just teaching language, but teaching language providing central information, I mean, maybe it might be useful in their life*” Another interviewee stated “*Of course, because language is also culture*” (I-5).

4.2.2. Acquaintance with Different Cultures and Intercultural Awareness

The quantitative data about familiarity with different cultures in class were collected through the questionnaire on the quantitative part and the interview for the qualitative part. As Table 12 shows, most of the participants (n=33) considered that the students will be more tolerant if they know about other cultures. Agnes (2016) explains students learn explore and respect to other cultures in addition to understanding their own culture better. and A great number of the instructors (n=29) supported the idea that all students should acquire intercultural competence and more than half of the participants (n=25) believed intercultural competence can be acquired in language classes so it enables learners to be able to understand their own culture and compare cultural differences in societies (Yılmaz & Özkan, 2016)

Table 12

The instructors' perceptions about familiarity with different cultures and intercultural awareness

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
If students know about other cultures apart from their local culture, they will be more tolerant.	2	61.	1	30.	3	8.3	0	0.0	0	0.0
	2	1	1	6						
All students should acquire intercultural competence.	1	36.	1	44.	7	19.5	0	0.0	0	0.0
	3	1	6	4						
Intercultural competence cannot be acquired in ELT context.	1	2.8	3	8.3	7	19.5	2	61.	3	8.3
							2	1		

It was also searched on the interviews that which culture the instructors integrate into their classes. They had different ideas about culture integration in classes so they integrate not only local culture but also their own culture or other cultures across the world. Alptekin (2010) refers that ELT should deal with more global issues based on being open-minded and tolerant. An interviewee explained “*For example, last week with one of my groups, we discussed customs and traditions and I told them about Maslenitsa, it’s a holiday like the beginning of the spring, we bake pancakes so I showed them some pictures, I gave them some examples, what I did*” (I-2). Additionally, another interviewee verbalised “*So, I usually use the local culture for example I was teaching for example, the topic was festivals so I try to talk about local festivals, make them write about or speak about it, and we also talk about other festivals all around the world, so we can have an idea what people at the other part of the world are doing as well*” (I-3). Interviewee 5 reflected “*Turkish culture is integrated in classes any way because when you ask what is your favourite meal, they say kebab, yes, but I prefer to integrate British and American cultures [sic]*”. Interviewee 6 also explained “*I think, general culture, I mean we generally compare European culture with Turkish culture*”.

4.2.3. Intercultural Competence and Awareness

By giving statements related to intercultural awareness of language teachers, the participants were asked to agree or disagree with them according to their perceptions. Those statements were generally based on experience and classroom practices of the instructors. The results revealed all instructors share their cultural knowledge and experience with their students and most of the instructors (n=26) also encourage the students to compare their own culture with other cultures. More than half of the participants (n=24) indicated that the English programme they have been working deals with intercultural awareness. However, a great number of the participants (n=20) believed that they would spend more time for intercultural aspects on their teaching (See Table 13).

Table 13

The instructors' perceptions on intercultural competence and awareness

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
I share with my students what I know about English speaking countries and/or their cultures.	23	63.9	13	36.1	0	0.0	0	0.0	0	0.0
I ask my students what it would be like to live in English speaking countries.	10	27.8	21	58.3	5	13.9	0	0.0	0	0.0
I share with my students about my own cultural experience in English speaking countries.	12	33.3	20	55.6	3	8.3	0	0.0	1	2.8
I ask my students to compare one aspect of their local culture with that aspect in English speaking countries.	6	16.7	21	58.3	7	19.4	2	5.6	0	0.0
I feel that I would spend more time for intercultural aspects in my class.	4	11.1	16	44.4	10	27.8	5	13.9	1	2.8
The English programme I have been teaching deals with intercultural awareness.	7	19.4	17	47.2	6	16.7	6	16.7	0	0.0

In an attempt to obtain detailed information about the issue, it was searched how the instructors integrate cultures in their classes. The instructors may prefer to compare different cultures in their classes as Interviewee 1 verbalised *“For example, you know here in Turkey Slavs are foreigner for Turkish people, you know, so in case we discuss about some topic, always I am just trying to compare European standard or living culture, so it is quite easy because I just present my own experience so they are interested, you know, Turkish people mostly interested in some foreign cultures”*. Moreover, the instructor may share their cultural experience or enable the students to share their experience in class as Interviewee 6 shared *“I mean, if you have been to an English speaking county, it can be beneficial or if a student has been there, it can also be advantageous to talk about culture in class”*. However, the instructors might not integrate culture in their classes as following verbatim reflected *“To be honest, I do not think I was able to do it, I mean I don’t think I was able to integrate culture in my classes as I would like”* (I-4).

4.2.4. Supporting Materials in Dealing with Culture

The participants were requested to mark a statement in the section of cultural aspects based on materials used to integrate culture in-class activities. The results (See Table 14) depicted that a great number of the instructors (n=30) utilize various materials to introduce the students to other cultures. Additionally, it was asked what kind of materials they prefer to integrate various cultures in their classes, the instructors prefer to utilize communication as one of the interviewees remarked *“We just communicate, also, you know, we use computers, then we discuss different topics, we stretch maps, pictures by speaking to introduce or discuss about cultures”* (I-1). An interviewee also verbalised *“I am doing it like this, I mean, with the dialogues in classes”* (I-5).

Table 14

The instructors' perceptions on supporting materials in dealing with culture

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
I use various visual and/or audio materials to introduce my students to other cultures.	13	36.1	17	47.2	4	11.1	2	5.6	0	0.0

4.3. Perceptions about Standard English and World Englishes

The data about SE and WE were obtained via the questionnaire and semi-structured interviews. Findings of SE and WE were presented under three categories: a) *Standard English and Inner Circle countries*, b) *World Englishes*, and c) *Communication and communication strategies*.

4.3.1. Standard English and Inner Circle Countries

Although English has reached its lingua franca status, there is still some discussions about significance of SE. By means of some statements related to SE and Inner Circle countries, it was aimed to obtain perceptions of the participants about SE. Most of the participants (n=28) pointed out that SE is British and/or American English (Inner Circle countries') and they (n=24) prefer to use SE. Mareva et al. (2016) specify that SE is still the most widely used variety and has a significant role in ELT. Many of the participants indicated (n=24) SE is more prestigious in communication. However, half of the participants (n=18) disagreed about the idea that English belongs to the UK and/or USA (Inner Circle countries). Additionally, more than half of the participants (n=20) are not bothered by their students' pronunciation mistakes and errors and they (n=34) are comfortable with their own accent (See Table 15). Jenkins (2007) explains ELF user themselves should be able to determine the pronunciation norms in interactions.

Table 15

The instructors' perceptions on Standard English and Inner Circle countries

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Standard English is British and/or American (Inner Circle countries') English.	11	30.6	17	47.2	3	8.3	4	11.1	1	2.8
Native speakers of English have a right to decide how English should be.	3	8.8	8	23.5	11	32.4	7	20.6	5	14.7
Standard English is more prestigious in communication.	4	11.8	20	58.8	6	17.6	2	5.9	2	5.9
I prefer to use Standard English.	6	16.7	18	50.0	4	11.1	5	13.9	3	8.3
Non-native English learners should be encouraged to learn SE.	6	17.6	17	50.0	3	8.8	5	14.8	3	8.8
English belongs to the UK and/or USA (Inner Circle countries).	3	8.6	7	20.0	7	20.0	7	20.0	11	31.4
People around the world should learn Standard English.	6	17.1	14	40.0	5	14.3	6	17.1	4	11.4
Standard English is accepted internationally.	11	31.4	16	45.8	4	11.4	2	5.7	2	5.7
It bothers me when my students make pronunciation errors while speaking English.	2	5.7	11	31.4	2	5.7	12	34.3	8	22.9
I am not comfortable with my own accent and try to imitate native speakers' accent.	0	0.0	0	0.0	2	5.6	18	50.0	16	44.4

The interviewees were asked to share their perceptions about SE and its use in ELT context. Their perceptions differ from each other in terms of their views about SE. Instructors may tend to integrate SE in their teaching context as the following expressions “*Well, as English isn’t my native language, so when I learnt it, I learnt Standard English as well, so I try to teach Standard English like British English*” (I-2) and “*I think Standard English is important, I mean, this is what we try to teach in fact, firstly Standard English*” (I-6). However, interviewee 3 shared “*Teaching Standard English, I’d say it’s useful for academic purposes like for writing, for passing exams, but I think we shouldn’t just keep teaching Standard English because students aren’t machines, so they have to learn how to think more than how to just feed them with information they just can deal in the exams through exam papers*”, which shows that the instructors may prefer to unify different uses of English in their teaching. McAlinden and Zagoria (2013) depict that English speakers can communicate successfully without SE norms or pronunciation.

4.3.2. World Englishes

The items in this section tried to figure out the participants’ mind-set regarding WE. As Table 16 reflects, the findings revealed that most instructors (n=29) are familiar with WE although a good number of them (n=14) do not prefer to use their own way of using English. More than half of the participants (n=19) did not agree with the statement of NNSs have a right to decide how English should be. A great number of the participants (n=29) feel satisfied with their own accent in English. They (n=24) also pointed out English language learners should be familiar with different uses of English in various regions in the world as Matsuda (2003) highlights that language learners might have problems due to limited knowledge about different varieties of English.

Table 16

The instructors' perceptions about World Englishes

	Strongly Agree		Agree		Unable to		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
I know and can define what World Englishes mean.	6	17.1	23	65.8	6	17.1	0	0.0	0	0.0
I prefer to use my idiolect (my own way of using English).	3	8.6	7	20.0	11	31.4	11	31.4	3	8.6
Non-native speakers of English have a right to decide how English should be.	0	0.0	8	22.2	9	25.0	12	33.4	7	19.4
I am satisfied with my own accent while speaking English.	10	27.8	19	52.7	5	13.9	1	2.8	1	2.8
Different uses of English based on different geographical regions should be introduced to English language learners.	8	22.2	16	44.4	8	22.2	4	11.2	0	0.0
World Englishes should be dealt in English language learning programs.	5	14.7	16	47.1	11	32.4	2	5.8	0	0.0

When it was asked what they think about WE and its use in ELT context, the interviewees deployed different opinions. Instructors may be of the opinion that English has become a global language like one of the interviewees mentioned “*Well, that’s what I’d say, I believe like English is an international language, it shouldn’t be stick just to the British or American.*” (I-3). Kılıçkaya (2009) states underlines when focus in communication, WE should be taught to enable students to understand. However, another interviewee stated “*Of course, it is a global language, so students should know everybody doesn’t speak perfectly, they speak English as a common language. I mean, books contain different accents so students know every person should not speak like an American, but I don’t like the idea that different accents are the focus*” (I-5), which reflects both SE and WE should be integrated in language teaching although SE should be the focus.

4.3.3. Communication and Communication Strategies

The instructors were asked to indicate their opinions regarding communication and communication strategies through the statements. As Table 17 shows, most of the participants (n=35) expressed that communication is related to understanding and showing respect differences. Additionally, more than half of the instructors (n=22) indicated communication strategies are more important than SE norms as Alptekin (2002) states NS-based communication may be utopian and unrealistic since English has become a world language covering local and international contexts. Moreover, a great number of participants (n=32) reflected various varieties of English can be used as long as they align with comprehensibility and intelligibility principles, which was highlighted by one of the interviewee “Of course, we were stressed while learning English, because our teachers did not support us to speak, they did not mention to communicate is important, so we had to try hard to speak English” (I-5).

Table 17

The instructors' perceptions on communication and communication strategies

	Strongly Agree		Agree		Unable to		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Communication is to be able to understand and show respect towards cultural, gender, socio-political and personal differences.	22	61.1	13	36.1	0	0.0	0	0.0	1	2.8
Communication strategies are more important than SE norms.	11	30.6	11	30.6	9	25.0	4	11.0	1	2.8
People can use different varieties of English as long as they follow the principles of comprehensibility and intelligibility.	12	33.3	20	55.6	3	8.3	1	2.8	0	0.0

4.4. Perceptions on the Dichotomy of Native and Non-native Speakers

The dichotomy of native and non-native speaker has still remained on the agenda though English has reached its lingua franca status. The data about native and non-native speaker teachers were obtained through the questionnaire and semi-structured interviews. These aspects were categorized under three titles: a) *Native English Speaking Teachers*, b) *Non-native English Speaking Teachers*, and c) *Institutional policies*.

4.4.1. Native English Speaker Teachers

The statements proposed to obtain views of the instructors in regard to NESTs. Most of the participants (n=28) considered their students prefer to hear native-like accent in their ELT context. Many of them (n=29) believed that NESTs are better in terms of pronunciation teaching, which is also mentioned by Wahyudi (2012) that NETSs are good at teaching pronunciation. More than half of the instructors (n=21) agreed that NESTs serve as good role models for their learners. A good number of them (n=24) pointed out NESTs have better knowledge of authentic and real-life use of English. Kramsch (2013) also explains several schools in the world prefer NESTS because of their knowledge about authentic language. However, less than half of the participants (n=10) stated NESTs are more confident in class in comparison to non-NESTs and less than half of them (n=11) disagreed with this statement (See Table 18).

Table 18

The instructors' perceptions on native English speaker teachers

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Language learners would like to hear their instructors speaking with a native-like accent.	4	11.1	24	66.7	5	13.9	3	8.3	0	0.0
NESTs are better at pronunciation teaching than non-NESTs.	10	27.8	19	52.7	5	13.9	1	2.8	1	2.8
NESTs are good role models for language learners.	8	22.9	13	37.1	11	31.4	3	8.6	0	0.0
NESTs have better knowledge of authentic and real-life use of English than non-NESTs.	9	25.0	15	41.6	10	27.8	1	2.8	1	2.8
NESTs are more confident in class than non-NESTs.	5	14.3	5	14.3	14	40.0	7	20.0	4	11.4

On the interviews, it was asked their opinions about the differences between NESTs and non-NESTs. An interviewee explained NESTs are more helpful when students need to have particular language exams as following “*Well, I think it depends on the purpose, for example we work here in a university, probably there is no many differences, but if students need to prepare for some special exam and the pronunciation should be British, I mean very good pronunciation, they should have British or American teachers*” (I-2). Another interviewee verbalised “*I’d say, native speakers are, how to say, better for in terms of pronunciation because they can give you, like, the proper pronunciation of certain words*” (I-3) that is parallel with the findings of the questionnaire. Moreover, Interviewee 6 expressed “*I think, native speakers, as we do in the school, should take part in skill teaching*” Similarly, Bayyurt (2006) states NESTs promote to teach English in terms of improving students both culturally and linguistically.

4.4.2. Non-native English Speaker Teachers

The participants were asked to reflect their opinions towards non-NESTs. It is worth noting that most of the participants (n=28) considered non-NESTs are good role models for their students like Bayyurt (2006) suggests that language students may be

more motivated to learn a language if they see a good role model of non-NETS. Many of the participants (n=17) believed that non-NESTs can deal with culture better although some of the participants (n=15) did not feel knowledgeable to discuss this aspect. More than half of the participants (n=22) agreed that non-NESTs are as competent as NESTs in language teaching. In line with the findings, Rajagopalan (2004) explains the privileged status of NSs does not continue any more if the focus is to be able to perform routine tasks in interlingual or multilingual settings. A great number of the participants (n=30) stated non-NESTs can understand language learners' difficulties better. Additionally, plenty of the instructors (n=25) pointed out non-NESTs can diagnose students' errors and mistakes stemming from students' native language more easily (See Table 19).

Table 19

The instructors' perceptions on non-native English speaker teachers

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Non-NESTs are good role models for their language learners.	6	16.7	22	61.1	5	13.9	3	8.3	0	0.0
Non-NESTs are able to cope with cultural issues more efficiently than NESTs.	3	8.6	14	40.0	15	42.8	3	8.6	0	0.0
Non-NESTs are regarded as competent as NESTs in teaching English.	6	17.1	16	45.7	9	25.7	3	8.6	1	2.9
Non-NESTs are able to understand language learners' learning difficulties better than NESTs.	13	36.1	17	47.2	3	8.3	2	5.6	1	2.8
Non-NESTs can diagnose language learners' mistakes and errors stemming from their L1 more easily than NESTs.	12	33.3	13	36.1	10	27.8	1	2.8	0	0.0

To explore the participants' views on non-NESTs, it was asked whether they believe that non-NESTs are as successful and/or competent as NESTs. Non-NESTs may be a bit more advantageous than NESTs since they have learnt the language as

Interviewee 1 verbalised “*First of all, I’d say, for me, it’s much easier to teach English, because, you know, how you did it, so you can just express the same way, so we have a little advantage in comparison to native speakers. We can compare different ways and choose the best one [sic]*”. Another interviewee explained “*Of course, they are same. There are some non-NESTs more successful than natives. Being native doesn’t mean to be the best teachers*” (I-3). Correlatively, Rajagopalan (2004) denotes native speaker idealisation has lost its importance because of globalising world and changing rules of communication.

4.4.3. Institutional Policies on Native and Non-native Speaker Teachers

The participants reflected their views about institutional policies through statements on the questionnaire. As Table 20 points out, approximately half of the participants (n=17) believed that institutions should hire NESTs only from the countries whose mother tongue is English - The USA, Britain, Australia and Canada while quite a few of them (n=12) did not agree with the statement. Plenty of the participants (n=27) mentioned there should not be any discrimination between NESTs and non-NESTs in employment positions and opportunities. Accordingly, Cook (2007) depicts NESTs and non-NESTs should be in the same positions.

Table 20

The instructors’ perceptions about institutional policies on NESTs and non-NESTs

	Strongly Agree		Agree		Unable to discuss		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Institutions should hire NESTs only from Inner Circle Countries: The USA, Britain, Australia and Canada.	3	8.6	14	40.0	6	17.1	7	20.0	5	14.3
There should not be any discrimination between NESTs and non-NESTs as far as employment opportunity is concerned.	20	55.6	7	19.4	8	22.2	1	2.8	0	0.0

4.5. Classroom Practices of the Instructors

In the first phase of the study, the participants were requested to reflect their views about ELF and ELF-related issues. Following this phase, classroom practices of six voluntary participants were observed to be able to compare the perceptions and practices of the instructors. The findings obtained through classroom observations will be explained under three headings: a) *English as Lingua Franca practice*, b) *Practices of culture teaching/learning*, and c) *Practices of Standard English and World Englishes*. The data will be explained and discussed by the help of the extracts from the researcher notes.

4.5.1. English as Lingua Franca Practice

The data received from the first phase revealed that most of the participants (n=26) are familiar with ELF concept. However, the study based on classroom practices is still limited in the area. Therefore, six different language instructors were observed during one of their teaching sessions and ELF related findings of the observations will be presented under three titles explained below.

4.5.1.1. Teacher Attitude

The observations revealed the observees utilized real-life based warm up topics to prepare their students for the courses and the topics are general and universal. All of the instructors encouraged their students to speak English in class which may be commented as the instructors mainly focus on speaking English. The teacher attitudes of the instructors are related to language targets of ELF that focus on to be able to communicate with an understandable accent (Jenkins, 2000).

Table 21

The teacher attitude of the instructors in practice

Observee 1	- real-life based warm up (technology, blogs and communication) - prompting the students to speak English - very limited L1 use in class (small talks out of course)
Observee 2	- real-life based warm up (New year celebrations) - prompting the students to speak English - no L1 use in class
Observee 3	- vocabulary based warm up (definitions of discuss vs. argue) - prompting the students to speak English - no L1 use in class
Observee 4	- real-life based warm up (childhood homes) - prompting the students to speak English - limited L1 use in class (vocabulary meanings)
Observee 5	- real-life based warm up (celebrations in Turkey) - prompting the students to speak English - no L1 use in class
Observee 6	- real-life based warm up (festivals in Turkey) - prompting the students to speak English - no L1 use in class

One of the instructors gave a piece of information about vocabulary to help his/her students to communicate effectively. The incident is demonstrated via the researcher note taken on that observation.

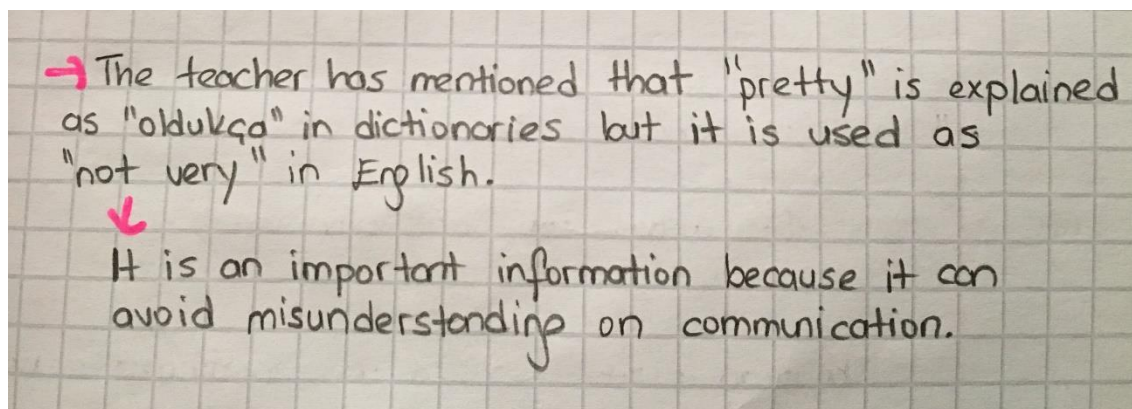


Figure 5. The incident based on vocabulary obtained from a classroom observation

4.5.1.2. Teacher Feedback

In their classroom practices, the instructors preferred to use SE which is proper to native speaker norms. However, most of the instructors ($n=5$) did not correct grammatical mistakes of the students as ELF aims to communicate rather than focusing native norms (Alptekin, 2002). Moreover, more than half of them ($n=4$) did not focus on pronunciation as long as they did not prevent communication, which may reflect that the instructors focalise on communication rather than imposing SE norms. The teacher feedback may reflect the ELF pedagogy because ELF does not focus on unnecessary grammar and unnecessary pronunciation which may imply extraneous elements that do not exist in Lingua Franca Core (Jenkins, 2003).

Table 22

The teacher feedback of the instructors in practice

Observee 1	- immediate correction of pronunciation mistakes - correction of grammatical mistakes
Observee 2	- immediate correction of pronunciation mistakes only when they prevent understanding - no correction of grammatical mistakes
Observee 3	- no correction of pronunciation mistakes when they are understandable - no correction of grammatical mistakes
Observee 4	- no correction of pronunciation mistakes - immediate correction of grammatical mistakes
Observee 5	- no correction of pronunciation mistakes - no correction of grammatical mistakes
Observee 6	- no correction of pronunciation mistakes - no correction of grammatical mistakes

4.5.1.3. Curriculum and Course Materials

All the participants have a curriculum and pacing schedule to follow during an academic year. Despite having certain course books to implement in classes, the instructors have a chance to integrate additional materials when needed. The vocabulary activities in classes were related to authentic use of language and real-life based, which is parallel to ELF reality since ELF does not limit authenticity with native norms or monocentric approach (Alptekin, 2002). The grammar focus was approached implicitly so the courses were more based on communication, which ELF highlights for ELT context (See Table 23). Additionally, the reading text and topics were parallel with lingua franca status of English as ELF focuses on interaction between people from various cultural and language backgrounds (Cogo & Dewey, 2012).

Table 23

The curriculum and course materials utilized in practice

Observee 1	- the topic: communication - talking about experiences about communication - the grammar focus: adverbs (implicit) - course book based listening about communication including various accents of English - course book based reading based on IM, Facebook and communication
Observee 2	- the topic: transportation - the grammar focus: past simple (implicit) - a tongue twister as a time filler activity at the end of the lesson
Observee 3	- the topic: showing agreement and disagreement - the vocabulary focus: verbs to show agreement and disagreement - talking about experiences about agreement and disagreement
Observee 4	- the topic: facts and opinions - talking and writing about facts and opinions of students - course book based listening about satnavs (read aloud from the transcript by the instructor) - speaking task for the students: to be able to present a place
Observee 5	- the topic: festivals - talking about different celebrations in Turkey and abroad - the writing focus: academic articles and newspaper articles - course book based reading based on Muscat festival
Observee 6	- the topic: festivals - talking about various celebrations in Turkey and abroad - the grammar focus: proper nouns (implicit) - course book based reading about Muscat festival - integrating Quizlet for vocabulary exercise, pictures for festivals and Kahoot for post-reading activities.

4.5.2. Practices of Culture Teaching/Learning

The observations revealed that all participants integrated cultural elements in their teaching context as Tseng (2002) mentions culture is one of the crucial elements in language teaching. Most of the instructors (n=5) approached local culture in their classes by means of speaking. Moreover, all of the instructors dealt with international culture by using speaking, reading and writing activities. However, only one of the instructors utilized target culture in his/her teaching environment. In spite of their various ways to dealing with culture in the classes, the instructors preferred to integrate local, target and international culture in their classes. Their dealing with culture is in line with the idea of McKay (2002) that mentions not only target but also local and international culture should be integrated in language classes to meet different needs of learners. In addition, some participants (n=3) enabled the students to compare their own culture with other cultures. Erfani (2014) also reveals that English language teachers in Iran integrate different cultures in their classes to raise intercultural awareness of language learners.

Table 24

Dealing with cultural aspects of the instructors in practice

Observee 1	- local culture reflection in the class (saying “Bless you” when a student sneezes) - integrating international culture into class activities (sending postcards from abroad and writing letters) - comparison of cultures in the class (relationships and breaking up in our traditions and abroad)
Observee 2	- integrating international culture into class activities (New Year celebrations based speaking)
Observee 3	- integrating local culture into class (local musicians, local musical instruments) - integrating target culture (American and British, check vs. bill words) - integrating international culture into class (New Year celebrations) - comparison of cultures in the class (New Year vs. Christmas)
Observee 4	- local culture reflection in the class (saying “Bless you” when a student sneezes) - integrating local culture (Istanbul, Blue Mosque and Cappadocia) - integrating international culture in-class context (different worth-seeing places in the world such as Eiffel Tower, Statue of Liberty, Florence) - writing their opinions about famous places in the world
Observee 5	- integrating local culture (birthday celebrations, Sacrifice festival, Children’s Day and some historical events in Turkey) - integrating international culture in class (Name days and birthdays in European culture, noodles in Chinese culture and Muscat festival) - comparison of cultures in the class (New Year’s celebration in Turkey and Europe)
Observee 6	- integrating local culture (Orange Blossom festival and other festivals in Turkey) - integrating international culture in class (talking about Oman, Muscat festival, background music during the session,)

The following figures show some incidents observed on classroom practices of some participants. They are about how the participants integrated different cultures in their classroom practices. The first figure exemplifies how an instructor integrated local

culture in his/her class while the second shows integration of different cultures in-class context.

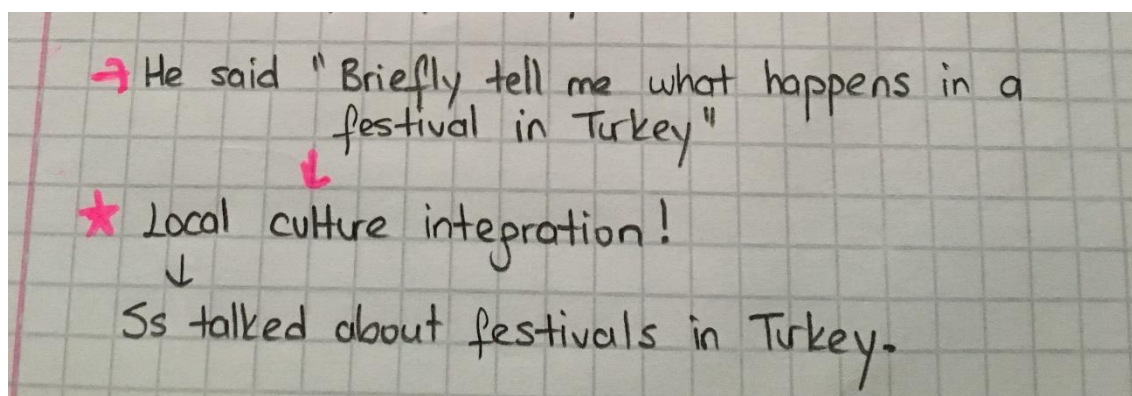


Figure 6. A classroom practice based on integrating local culture in-class context

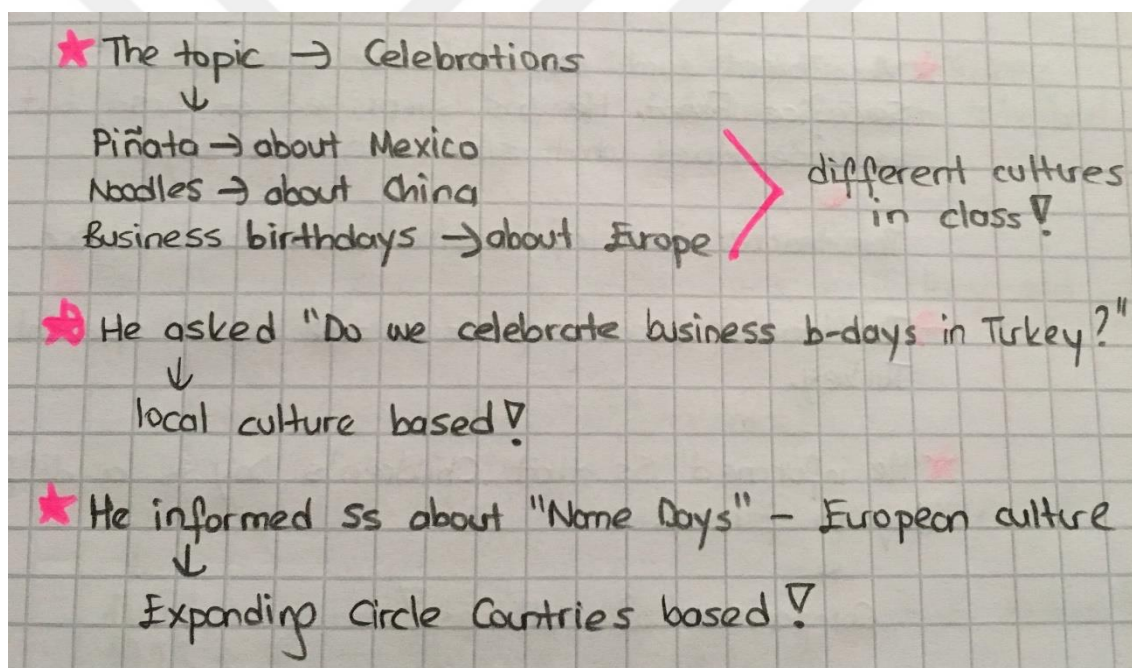


Figure 7. A classroom practice about integrating different culture in class

4.5.3. Practices of Standard English and World Englishes

Plenty of the instructors (n=4) preferred to use SE with grammatically correct sentences and native-like expressions though some of them (n=3) were observed to be able to speak with their own variety of English rather than British and/or American accent (See Table 25). The findings are similar to the findings of İnceçay and Akyel (2014) that more than half of the participants in two universities in Turkey tend to use SE norms. Although most of the instructors used SE in class, they did not encourage the students to

be able to speak like native speakers. Their classroom practices were in line with Matsumoto (2011) that ELF users are the members of ELF community in which they have their own sociocultural perspectives different from native speaker norms.

Table 25

The practices of the instructors about SE and WE in practice

Observee 1	- preferred to use SE while speaking English - native-like pronunciation (proper pronunciation of /th/ and /w/ sounds, and native like expressions) - no triggering the students to use SE
Observee 2	- preferred to use SE while speaking English - native-like pronunciation (proper pronunciation of /th/ and /w/ sounds) - Australian and British accent - no triggering the students to use SE
Observee 3	- preferred to use SE while speaking English - native-like pronunciation (proper pronunciation of /th/ and /w/ sounds, and native like expressions) - British accent - no triggering the students to use SE
Observee 4	- preferred to use SE while speaking English - native-like pronunciation (proper pronunciation of /th/ and /w/ sounds) - a different accent of English - no triggering the students to use SE
Observee 5	- not preferred to use SE while speaking English - no native-like pronunciation - a different accent of English - no triggering the students to use SE
Observee 6	- not preferred to use SE while speaking English - no native-like pronunciation - a different accent of English - no triggering the students to use SE

4.6. The Consistency between the Perceptions and Practices

The findings revealed that the perceptions and classroom practices of the instructors coincide with each other overall. The consistency between perceptions and practices will be discussed under three headings to present the topic in a more detailed way.

4.6.1. English as Lingua Franca Perceptions and Practices

Instructors' mind-sets on objectives to teach English showed the most participants teach English to motivate their students to communicate with people having different cultures. Their classroom practices corresponded to their mind-sets on the issue since they embedded various cultures in their classrooms. Their views and classroom practices in general reflect ELF reality because ELF is associated with intercultural communication occurring between speakers of different linguacultural backgrounds (Cogo & Dewey, 2012).

The data about integrating ELF into classroom practices revealed many of the instructors would like to integrate ELF into their ELT context. In their practices, the instructors observed mainly encouraged their students to communicate in English and utilized real-life based topics. Additionally, their classroom practices indicated the instructors focus on communication rather than grammar, which is also one of the concerns of ELF perspective. Furthermore, the materials utilized in class were also based on real-life use of the language and universal topics which ELF mentions to be able to meet different needs of language learners. Cortazzi and Jin (1999) state people do not need to travel to encounter with different cultures in modern era due to music, education, business and other fields.

4.6.2. Culture Related Perceptions and Practices

The findings based on perceptions about culture demonstrated culture plays a fundamental role in language learning/teaching. In a similar manner, Nault (2006) emphasizes the relationship between a language and its culture is significant in education. The instructors' classroom practices confirmed that all the instructors place importance on cultural issues and they integrate such issues in their contexts.

The perceptions on different cultures and intercultural awareness presented the instructors corroborate intercultural awareness and believed it enables students to be more

tolerant to differences. They also stood for sharing cultural knowledge and experience with their learners. Pavlenko (2005) maintains cultural experience influences perception, cognition and language skills of a person. In consistent with their perceptions, the instructors integrated not only target but also local and international cultures in their classes to help their students increase cultural awareness. The instructors exploited various materials to deal with culture in their classes as they mentioned they utilize different materials to introduce other cultures.

4.6.3. Standard English and World Englishes Related Perceptions and Practices

The findings about SE and WE ascertained most of the instructors prefer to use SE. They also believed SE has more prestige in communication. Nonetheless, they were not troubled by the students' pronunciation mistakes and errors. Addition to this, a large number of them did not bother using their own dialect while speaking English. Their classroom practices also revealed that the instructors choose to use SE. As specified, they did not correct their students' pronunciation mistakes unless they cause problems in communication. Moreover, half of the participants used his/her own variety of English rather than the accents of Inner Circle countries.

Their views related to WE illustrated a good number of the participants feel proud of their own accent in English like half of them also spoke with their own accent in their teaching environment. Moreover, the instructors mentioned students should be acquainted with different uses of English in the world. Correspondingly, they integrated different uses of English in their classes and did not prompt the students to speak like a native speaker. In line with the findings, Genç and Bada (2005) explain the world in which language learners live does not focus on only one culture and language.

CHAPTER V

DISCUSSION

The study purposes to investigate perceptions and classroom practices of English language instructors about ELF, cultural aspects in ELT, SE and WE, and the dichotomy of NEST and non-NEST at a private university preparatory school in Turkey through mixed-methods sequential explanatory design. This chapter focuses on the discussion of the findings obtained from both quantitative and qualitative data. Both types of data are combined to be able to provide a detailed understanding of perceptions and classroom practices of the participants. This part is outlined with regard to the research questions.

5.1. ELF Perceptions of English Language Instructors

The perceptions of the instructors based on ELF were researched through both close and open-ended questions in the questionnaire and semi-structured interviews. Additionally, their classroom practices were observed with regard to ELF. Instructors, in general, have a positive attitude towards ELF perception. The findings could be interpreted that instructors' attitudes towards ELF reflect post-normative approach of Dewey (2012) that focuses on integrating ELF-awareness in teacher education because the instructors are aware of varieties of English and communication needs of their students in a global world.

When the participants were asked about their objectives of teaching English in the questionnaire, majority of them remarked they motivate their students to communicate with people from different cultures. This view represents the idea of Promodou (2003) that mentions ELF enables people to communicate from all over the world in their own context. Moreover, the participants explained language learners might use English in travelling, Erasmus and work. Crystal (2003) also highlights that English is a language for different areas in life such as education, business, science, entertainment, music and the Internet. Instructors' objectives to teach English with the aim of motivating students to communicate people from different cultural backgrounds might reflect that the lingua franca status of English and its use by people coming from different language and cultural background have started to substitute norm-based approaches in English teaching.

The instructors' familiarity with ELF was also investigated in the questionnaire and the findings revealed plenty of the instructors are familiar with the ELF perspective.

Although İnceçay and Akyel (2014) indicate EFL teachers in two universities in Turkey have limited knowledge about ELF concept, the study presents the instructors are familiar with ELF perspective. Jenkins (2006a) points out that being familiar with characteristics of ELF encourages language users' self-confidence in speaking with their own variety rather than struggle to be able to speak like a native. It may be said that being familiar with ELF enables language instructors to have more self-confidence to speak English in class and accordingly to use their own idiolects in English. Additionally, their familiarity with ELF leads their learners to use English with their own ways as long as their use is comprehensible and intelligible.

The instructors were demanded to write their own definitions of ELF in the questionnaire and asked their ELF definitions in the interviews, as well. Their ELF definitions were brief and unfolded four aspects: a) *a common language*, b) *a global lingua franca*, c) *an international language* and d) *a communication language for NNSs*. Their definitions were in line with various scholars defining ELF with its different aspects (Bartolo, 2014; Firth, 1996; Mauranten, 2018; Samarin, 1987, Seidlhofer, 2009a).

When their reasons were asked to learn more about ELF, various themes appeared based on being more competent and knowledgeable in the field of ELT, to motivate students, to develop personally and professionally, to have more information about ELF and accordingly ELT and so. Biricik-Deniz (2017) deduces in her study that mindset of pre-service language teachers alter from a narrow and norm-based perspective to a global and intercultural one. The instructors' willingness to learn more about ELF might be interpreted that language instructors have changed their norm-based mind-sets towards post-normative views and they are open to changes in language teaching approaches.

The findings regarding to integrating ELF in language classes conceived that a good number of the participants are volunteer to integrate ELF in their teaching environments. Their reasons to integrate ELF in teaching vary from preparing students to communicate with foreigners and integrating students in-class activities to being an innovative teacher and change the current perception of English. Biricik-Deniz (2017) indicates that one of the aims of ELF-aware pedagogy is to prepare reflective teachers that can search various aspects of ELT critically by following the latest trends in their profession. It may be mentioned that language instructors are volunteer to utilize new approaches in language classes because they both want to prepare their students for future interactions and be an innovative teacher who is aware of changes and communication

needs around the world. Therefore, language instructors seem to feel ready to integrate ELF pedagogy in their classes.

5.2. Perceptions of the Instructors on ELF-related Issues

The perceptions of the instructors on ELF-related issues are discussed under three titles: *Cultural aspects in language teaching*, *Standard English and World Englishes*, and *the dichotomy of native and non-native speakers* to present information in detail. In brief, the perceptions of the instructors on ELF-related issues seem to reflect that the instructors are familiar with ELF as a means of communication and related issues with ELF.

5.2.1. Cultural Aspects in Language Teaching

When the instructors' views on culture were investigated, a great majority of them regarded culture is prominent in language classes and culture should be integrated in language teaching. It was similar to the study of Mitchell and Myles (2004) who explain language and culture cannot be separated, in fact they are complements of each other. Moreover, according to findings of Genç and Bada's study (2005), ELT students recognize culture as an important element in language learning/teaching, which coincides with the findings of the present study. Language instructors' recognition of how culture is important and their integration culture in language classes could present culture has a significant role in language classrooms in higher education context in Turkey.

The instructors were in the opinion of that integrating culture in class is crucial to enable students not only to respect other cultures but to understand their own culture. In addition, they tended to integrate local, target, and international cultures in their context by means of speaking about and comparing world cultures. The findings about culture integration is in line with those of Baker (2009a) indicating culture is still an important part of language learning/teaching but approaches to deal with culture should be multidimensional consisting of world cultures. Moreover, Yılmaz (2016) illustrates learning about various cultures enable language learners get a deeper worldview and induce them to be open-minded towards other cultures. The instructors' perceptions on cultural integration may be interpreted as they tend to prepare their students international communication including various cultural backgrounds. It might be mentioned language instructors' integration of various cultures reflect their awareness of that English is not

based on only one single culture, yet it is shaped by different linguacultures of its speakers around the world.

Based on intercultural competence and awareness, all instructors shared their cultural knowledge and experience with their students. Additionally, most of them encouraged their students to compare different cultures with their own culture; hence they deal with intercultural awareness in classes, as well. The findings are parallel with Yılmaz and Özkan (2015) claiming that language teachers should be conscious of intercultural awareness and importance of culture. Yılmaz's study (2016) also underlines that language teachers opt to share their cultural knowledge and experience with their students, which is also in line with the findings of this study. Furthermore, Kohn (2018) illustrates teaching and learning a language is grounded on being able to negotiate different cultural resources in ELF, which corresponds to reflections of the instructors. The instructors' sharing cultural information and paving the way for comparison of cultures could be interpreted culture is still significant in language learning/teaching but approaches to integrate culture in classes have turned into multifaceted (Ivanova & Llorente, 2013) by taking into consideration various cultures across the globe.

When it was examined which materials were exploited to integrate culture in language classes, the findings represented most of the instructors utilized diverse materials. In order to deal with culture in classrooms, they used speaking-based activities and made use of technology. The findings coincide with Yılmaz's study (2016) which depicts language teachers promote their students to compare different cultures and supply visual aids for their students, as well. It might be said that language teachers/instructors can integrate multiple cultures in their classes by means of various materials as English, from ELF perspective, is not limited to business, education or politics, it is also used to communicate by tourists, immigrants or other people from any situation in anywhere (Mauranen, 2018).

5.2.2. Standard English and World Englishes

Quirk (1990) notes a common standard in spoken and written language is significant to utilize English in different contexts so teachers should focus on native forms in language teaching. In line with Quirk, a good number of the participants supported using SE. Additionally, many of them highlighted the prestige of SE around the world, which Mareva et al. (2016) reflect that SE is still the most dominant variety and it is of

capital importance for ELT. Considering the language teaching methods and approaches in Turkey, it may not be surprising that language instructors tend to use native-norm while speaking English.

Although the instructors mostly supported SE, half of them did not establish the idea that English belongs to the UK and/or USA. In view of Kachru (1992), not only the United Kingdom and the United States, but also Canada, Australia, New Zealand and some Caribbean and Australasian parts are included in Inner Circle countries, which makes them be shareholders of English language spoken as a first/mother language. It might be interpreted their views on English and its belonging indicate that English does not belong to only the USA or UK, but it is embraced by other countries as well.

When pronunciation and interaction based perceptions were approached, a large quantity of the instructors did not prefer to dwell on pronunciation mistakes and errors of their learners. It may be interpreted that language instructors have noticed constraining features of SE in communication so they focus on communication rather than being able to speak like native speakers. Firth (1996) highlights ELF interactions mainly focus on mutual understanding without centring correctness, which is reflected through the views of the instructors in a similar manner. Additively, Cook (1999) put forwards language teaching pedagogy should be beyond the idea of being a native-like to be realistic and up-to-date. Most of the instructors did not bother using their own idiolects while speaking English, as it is suggested by Jenkins (2007) that ELF users should decide their own pronunciation norms. Mareva et al. (2016) also recommend the focus of language teaching should be on intercultural communication rather than native norms. The findings may be interpreted that although language instructors tend to use SE in speaking, they have already been influenced ELF approach in their ELT context.

According to Bolton (2004), WE is an umbrella term that includes all varieties of English and Englishes emerging in Asia and Africa. The findings about WE deduce that a considerable amount of instructors are familiar with WE concept. Furthermore, a great number of participants thought positively on using their own accent in English. Their perceptions about WE might denote single standardized English is not applicable in language classes. In line with the findings, Farrell and Martin (2009) demonstrate that when a language user speaks the target language with his/her accent, s/he can reflect his/her own culture and identity in interaction. Moreover, Biricik-Deniz (2017) comments only one standard model of English does not correspond to needs of learners today since they communicate with their own cultures and identities.

Most of the instructors indicated language learners need to be familiar with different uses of English around the world. Moreover, a good number of the instructors stated that language learning programs should integrate WE in classes. Matsuda (2003) demonstrates that when students have limited information about different uses of English around the world, they may face with problems in potential future interactions. Additionally, Biricik-Deniz (2017) explains WE enhances diversity and enables language learners to be creative and flexible. It might be indicated that language instructors are aware of other varieties of English and tend to enable their students to be familiar with different uses of English by integrating WEs in language classes.

In view of Ellis (1994), communication strategies are a number of skills which a language learner utilizes to eliminate language problems in communication. When the instructors' views on communication were elicited, a great number of them explained communication is being able to understand and respect differences. Mauranten (2007) illustrates that language users deal with different factors such as various accents, language proficiency and cultural background. Moreover, more than half of the instructors considered communication strategies are more significant than SE norms, which Alptekin (2002) states that native speaker based communication is unrealistic because of world language status of English in local and international contexts. It seems they move away from traditional native speaker norms to communication focused language approaches. Additionally, a large number of instructors noted that different varieties of English can be used as long as they meet the principles of comprehensibility and intelligibility. Matsuda and Matsuda (2010) also reflect the main focus should be on comprehensibility and intelligibility instead of a single variety. Language instructors' views on different varieties of English could reflect they have been able to change their attitudes from native-like proficiency towards being able to communicate in English.

5.2.3. The Dichotomy of Native and Non-native Speaker

The dichotomy of native and non-native speaker has been discussed with the lingua franca and global status of English although it is unclear to separate who is native and non-native speaker (Cheshire, 1991). When the perceptions in regard to NEST were investigated, most of the instructors considered language learners prefer to hear native-like accent in their learning environment. However, it seems most of the interactions occur between non-native speakers of English today. Additionally, plenty of them

recognized NESTs are better in terms of pronunciation teaching, as Wahyudi (2012) mentions NESTs are successful at teaching speaking and pronunciation. A good number of the instructors viewed that NESTs serve as a good role model for their students, which Wahyudi (2012) also states NESTs are a good role model since they acquire the language automatically. NESTs could be more competent in terms of teaching target culture and pronunciation of the target language. Moreover, many of the instructors pointed out NESTs have better knowledge of authentic and real-life use of English as Kramsch (2013) expresses NESTs have a good knowledge of authentic language and target culture. Their views present that native speakers of English could still be regarded as the source to get information about daily use of English. However, less than half of the instructors agreed NESTs are more confident in class than non-NESTs. In line with the findings, Selvi (2011) reflects non-NESTs are meant to have the same lines with NESTs.

According to the views of the instructors based on non-NESTs, most instructors noted non-NESTs are good role models for their learners, which Bayyurt (2006) suggests language learners can be more motivated when they see a non-NEST as a good role model. Since non-NESTs have the experience of learning the target language, they might be a good role model to encourage their students by sharing their experience. Plenty of the participants indicated non-NESTs can deal with culture better. In line with the findings, Kramsch (1997) highlights when a person can speak two or more languages, they can deal with cultural differences better. As non-NESTs have the ability to speak more than one language, they could reflect cultural differences better for their learners. More than half of the participants agreed non-NESTs are as competent as NESTs in language teaching. Seidlhofer also (1999) highlights although NSs are acquainted with where language learning reaches, they do not know which ways to use to get there as they have not travelled through the same route in their language acquisition. A large number of the participants indicated non-NESTs can understand difficulties of language learners better since they have experienced unfamiliarity and foreignness of English that students are likely to experience in learning (Yoo, 2013). When language instructors are non-native speakers of English and have the experience of learning the language, they might guide their students by sharing what they have faced on their learning process. Furthermore, a great number of the participants indicated non-NESTs can diagnose errors and mistakes of students stemming from their L1. In line with the findings, Cook (2007) points out non-NESTs can speak more than one language and Yoo (2013) explains non-NESTs have the experience of learning English as their students do.

When the views of the instructors about institutional policies were examined, approximately half of them supported the idea that institutions should hire NESTs only from Inner Circle countries. The findings seem parallel with the view of Holliday (2006) that mentions the idealism of native speaker has a significant role inside and outside of English speaking countries. However, most of the participants agreed that there should not be any discrimination between NESTs and non-NETs in employment. The findings might be commented as language instructors believe there is discrimination between NESTs and non-NESTs in employment so they do not support such discriminating attitude. Cook (2007) also represents both NESTs and non-NESTs should be in the same position in employment. Additionally, Yoo (2013) recommends NESTs and non-NESTs should keep in touch to compensate each other's deficiency.

5.3. Practices of Non-native Instructors on ELF and ELF-related Issues

The practices of non-native instructors on ELF and ELF-related issues are presented under three titles: ELF practices, culture integration practices and practices of SE and WE. Overall, their classroom practices may be related to ELF in terms of not focusing on native speaker norms but dealing with various cultures and rather universal and real-life based topics.

5.3.1. ELF Practices

The classroom observations established that warm-up topics are universal and based on real-life use of the language. According to Widdowson (1994), native norms are not applicable for other English users in the globalising world. Language instructors' integration of universal and general topics may be related to ELF perception in language classes since ELF does not limit authenticity with native-norms. All the instructors observed prompted their students to speak English in class, which Jenkins (2000) claims ELF focuses on being able to communicate with an understandable accent in English.

Although most of the instructors tended to use SE in their speaking, they did not try to correct grammatical mistakes of their students in communication. As McArthur (2003) depicts SE is still most accepted and valued variety of English, it is possible to say that language teachers still value SE. However, not correcting grammatical mistakes in communication may show that instructors utilize ELF perception in their ELT context. Additionally, more than half of the instructors did not focus on pronunciation as long as

they did not prevent the flow of communication. Jenkins (2007) expresses ELF users should choose their own pronunciation norms in interaction, which may be associated with language instructors' approaches to deal with pronunciation in their classes.

The vocabulary activities in class were related to authentic use of English. Vocabulary may be related to ELF reality since ELF does not limit authenticity with a monocentric approach (Alptekin, 2002). Additionally, grammar was approached implicitly in classes and courses were mainly centralized on communication. The reading texts and topics of courses were also based on lingua franca status of English, as ELF aims to deal with interaction among people from different cultures and backgrounds (Cogo & Dewey, 2012). It is likely that language instructors feel ready to implement ELF-related materials in their teaching context.

In general, the observed classes might be associated with ELF reality in terms of teacher attitudes, feedback, curriculum and course materials. As Jenkins (2003) introduces, main principles of ELF pedagogy are no native-speaker based language use, no redundant grammar, no main focus on native-speaker pronunciation and no native-speaker purposes. Additionally, the instructors' classroom practices correspond to post-normative approach of Dewey (2012) that focuses on location-based and classroom-specified language model in language classrooms.

5.3.2. Culture Integration Practices

The classroom observations verified that all instructors dealt with cultural elements in their classrooms because culture is a significant element in language learning/teaching (Tseng, 2002). Most of the instructors integrated local culture in their classes through speaking activities. Thresia (2015) stresses local culture influences learners' choices and ideas. Additionally, all instructors discussed international cultures via various activities. What Lamb (2004) emphasizes is that international culture gathers different areas such as music, fashion, education, business and so forth. Nevertheless, only one of the instructors dealt with target culture in his/her class although local, target and international culture needs to be integrated in language classes to meet different needs of learners (McKay, 2002). The culture integration of the instructors perhaps corresponds to ELF reality since ELF users deal with various cultures instead of focusing on native-like norms (Agnes, 2016). It may be pointed out that commitment of language instructors to target culture have been supplanted by intercultural awareness and variety of cultures.

In view of Lessard-Clouston (1997), language learners should be aware of culture if they want to understand both their own culture and the target one. Regarding this, some instructors enabled the students compare their local culture with other cultures by talking about local culture and other cultures in class or class-related activities. Prodromou (1992) also points out that developing cultural awareness is significant to enable students to be more sensitive and tolerant towards other cultures. Furthermore, Genç and Bada (2005) point out language learners live in a global era which is not based on only one language or culture alone. It is likely to say that language instructors deal with cultural awareness to raise cultural awareness of language learners in their teaching environment.

5.3.3. Practices of Standard English and World Englishes

In their classes, plenty of instructors tended to use grammatically full and correct sentences and native-like expressions. İnceçay and Akyel (2014) find out that many of the participants in two universities in Turkey prefer to use SE, which is in consistent with the findings of this study. In spite of their tendency to use SE, some of the instructors spoke English with their own variety rather than native-like pronunciation, which Cook (1999) also highlights that language learners can meet different varieties of English on the Internet, television, radio or other audio materials. Therefore, the classroom practices of the instructors were in line with the idea that teachers should prepare their students for possible interactions including varieties of English (Jenkins, 2000). Language instructors' tendency to use SE in speaking may be related to their views on prestige of SE. However, their use of own idiolects could be based on language instructors' changing mind-sets about the status of English as a lingua franca.

None of the instructors prompted the students to utilize SE, accordingly native norms in class although they utilized SE in speaking. Farrell and Martin (2009) also point out that learners' own English might be more valuable even if it is not mentioned in class, so teachers are responsible for their students to realize this awareness. Their classroom practices about students' use of English are related to Matsumoto (2011) who claims ELF users have their own sociocultural points of views different from native norms. English language instructors' encouragement of their students to speak English rather than using native-norms might indicate they are aware of communication needs of their students in the global world where English is a communication means among people from different language and cultural backgrounds.

5.4. The Consistency between the Perceptions and Practices of the Instructors

The consistency between the perceptions and practices of the language instructors are categorized based on three themes: *ELF*, *culture in ELT*, and *SE and WE*. In general, perceptions and practices of the instructors are in consistent with each other and reflect ELF reality in language classes.

5.4.1. Perceptions and Practices about ELF

The instructors' opinions about objectives to teach English revealed most participants teach English to motivate their students to communicate with people from different cultural backgrounds. It may be highlighted that language instructors are aware of the changing numbers of native and non-native speakers and consider communication needs of their students. Erfani (2014) explains teaching a language is not only based on grammar, pronunciation and vocabulary but it is also about cultural issues. The classroom practices of the instructors also corresponded to their opinions because they integrated various cultures in their ELT context and not focus on grammar directly. Their perceptions and practices might indicate that they are familiar with the lingua franca status of English so ELF reality is reflected on their views and practices. Both their perceptions and classroom practices is related to ELF reality in terms of focusing on communication and cultural diversity, which is in line with the study of Cogo and Dewey (2012) mentioning that ELF focuses on intercultural communication that occurs between speakers of different cultures and languages.

The findings showed a good number of the participants find favourable to integrate ELF into teaching/learning environment. As Jenkins (2007) expresses, ELF proficiency is not compared to native speakers' norms in English. Additionally, their classroom practices displayed all instructors supported their students to be able to communicate in English and used real-life based topics in class, which Alptekin (2002) reflects a new language pedagogy related to international and intercultural communication should be formed, as well. It could be stated that language instructors approach English as a medium of communication instead of encouraging their students to speak like native speakers of English. Moreover, their practices revealed the instructors mainly focus on communication skills rather than grammar, which is also one of the concerns in ELF perspective. Björkman (2014) acknowledges the main aim of ELF is to be able to communicate. Additionally, the materials used in class were also based on

universal issues and real-life use of the language. In consistent with the findings, Kato and Tanahashi (2013) present grammar is not significant when focus is on communication and vocabulary can be more useful for students to communicate than grammar. In other words, it is possible to mention that mind-sets and classroom practices of language instructors shift from native-norms to communication-based language learning and teaching.

5.4.2. Perceptions and Practices based on Culture in ELT

The perceptions of the language instructors revealed that culture is a crucial element in language teaching/learning. Similarly, Çakır (2006) mentions culture helps develop communication skills, improve intercultural understanding, be familiar with other cultures and enjoy language learning process. Overlapping with their views, the instructors spent time to deal with target, local and intercultural cultures in their classes to enrich their cultural integration. On the point of Choudhury (2013), when a learner studies on a language, s/he also gets to know a culture and understand it, so successful communication in a language is based on being familiar with the cultural context of the language. It may be specified that language instructors believe language learners should be equipped with essential cultural knowledge to communicate effectively in various context including different linguacultural backgrounds.

The participants explained cultural awareness should be approached in language classes because it helps students to be more tolerant and towards differences in cultures. Correspondingly, they dealt with various cultures in their classes to be able to increase their students' intercultural awareness. Clouet (2008) reflects the focus should be on intercultural awareness more because of lingua franca status of English. A good number of the instructors also exploited various materials to integrate several cultures in class as they mentioned they utilize various materials to introduce world cultures. Erfani (2014) notes materials have a significant role in language classroom because language opportunities of learners are generally limited to classes. Approaches of language instructors towards cultural awareness and cultural integration in class might reflect English exceeds the limits of Inner circle countries and ELT is not based on integrating only one culture in teaching environment.

5.4.3. Perceptions and Practices on Standard English and World Englishes

When the perceptions about SE and WE were investigated, many of the instructors prefer to use SE in speaking rather than different uses of English. They, additionally, considered SE is more prestigious in communication. In line with their perceptions, a good number of the instructors preferred to use SE in class. Mareva et al. (2016) point out that SE is still the most dominant version of English that is significant in ELT. However, a good number of the instructors explained they do not bother the students' pronunciation mistakes and errors. In consistent with their perceptions, they did not correct pronunciation mistakes of their students when they did not cause problems during interaction. It could be mentioned their attachment to SE is still reflected to their use of English although their teaching approaches and attitudes to language learners have been reshaped by lingua franca status of English in the world. In consistent with the findings, Curran and Chern (2017) induce from their study with pre-service English teachers that focus on ELT should be on real-life communication in the language. Additionally, a large number of the instructors mentioned they do not feel uncomfortable with using their own dialect in speaking. In a similar manner, half of the instructors spoke with their own variety of English instead of accents of Inner Circle countries. The findings might mention language instructors have increased awareness of various uses of English and importance of reflecting own identity in speaking English. Likewise, Tollefson (2002) mentions only focusing on SE may decrease value of other varieties and it may increase discrimination because every accent has its own race and ethnic group.

The findings related to WE indicated that plenty of the instructors feel comfortable with using their own idiolects in English. Correlatively, half of the participants used their own accent in the class environment. In view of Seidlhofer (2002), the purpose of ELF perception is to demolish prejudices towards NNSs. Therefore, ELF users should be able to decide their own accent in communication (Jenkins, 2007). Their perceptions and practices may point out that language instructors' views on native-speaker ideal have decreased and their awareness of non-native speakers of English have increased. Furthermore, the instructors specified language learners need to be familiar with different uses of English worldwide. In that vein, most of the instructors integrated various uses of English in classrooms and not encourage their students to speak with native norms. It might be implied that language instructors have modern perspectives towards different uses of English rather than strict attachment to SE norms. Matsumoto (2011) also

specifies that ELF users are not supposed to compare with native speakers because they have their own norms to communicate.



CHAPTER VI

CONCLUSION

This last chapter represents the overall conclusion of the study with the summary of the findings. It also presents the implications of the study by illustrating the importance of the issues and findings in the field of English language teaching. The chapter lastly refers the recommendation for the future research to be carried out on the similar issues in the field of ELT.

6.1. Conclusion of the Study

The purpose of this study was to investigate perceptions of English language instructors based on ELF and ELF related issues concerning cultural issues in ELT, Standard English and World Englishes, and the dichotomy of native and non-native speaker. Additionally, the study aims to find out how these issues are dealt with in ELT context. The first phase of the study was mainly based on evaluating the views of the participants about ELF and ELF-related issues. The aim of that phase was to obtain, analyse and evaluate the perceptions of the participants on the issues. After completing the first phase, the second phase was conducted to get more detailed information about their views and also observe their classroom practices. The purpose of this phase was to understand their views in detail and to observe how these issues are dealt with in classroom environment of the participant.

For the methodology, the study had a *mixed methods sequential explanatory design* based on a *constructivist/interpretative* research paradigm. The first phase was carried out with 36 voluntary English language instructors working at the Preparatory School of Çağ University, a private university located in Mersin, Turkey in the Academic Year of 2017-2018. Six of the participants from the total number were chosen to continue second phase of the study. The data were obtained through various data collection tools consisting of an adopted questionnaire including mainly likert-scale type of questions, semi-structured interview and classroom observation. While analysing quantitative data, descriptive analysis of SPSS 23 edition was utilized. As for the analysis of qualitative data, thematic analysis was used to be able to analyse and interpret the data. To provide trustworthiness of the study, criteria for both quantitative and qualitative research including consistency, reliability, validity, credibility, transferability, dependability and

confirmability were assured. Moreover, the data were collected by only the researcher and member checking was utilized to prevent possible bias.

The findings about ELF ascertained majority of the participants motivate their students to communicate with people from different cultures. Additionally, plenty of the participants are familiar with ELF concept. Many participants are willing to learn more about ELF. Moreover, a good number of the participants would like to integrate ELF in their classrooms. Furthermore, their classroom practices were in line with their ELF views since they focused on communication rather than native speaker norms and dealt with different cultures instead of integrating only one culture in class. It is possible to state that English language instructors are familiar with ELF concept and they integrate it in their class on purpose or unintentionally to meet their students' communication needs.

As for cultural aspects in ELT, a great majority of the participants mentioned culture is an important element in language teaching and should be integrated in language classrooms. They also believed that cultural integration increases respect and tolerance of students to other culture. All participants specified they share their cultural knowledge and experience with their students and most of them prompt their students to compare various cultures with their own one. To deal with different cultures in class, most instructors explained they utilize various materials. Their classroom practices also reflected their mind-sets since they generally integrated different cultures in-class activities via various activities to increase their students' respect and tolerance to differences. It may be stated language instructors are aware of how significant culture is for language classes and they blend cultural issues in classroom activities to raise intercultural awareness of students.

According to the findings about SE and WE, plenty of instructors stated they prefer to use SE rather than WE because it is more prestigious around the world. However, they did not tend to focus on pronunciation mistakes and errors of their students. In addition to this, most of the participants did not feel uncomfortable with using their own dialect while speaking English. Moreover, a large number of the participants specified they are familiar with WE and their students also need to be acquainted with different uses of English around the world. Furthermore, the instructors reflected communication is more important than native norms as communication is related to being able to respect and understand differences. They, additionally, remarked as long as it is comprehensible and intelligible, different varieties of English can be used. Their classroom practices were also in line with their views because they did not focus on pronunciation in-class activities

and used their own dialect of English in speaking although they thought SE is more prestigious. Together with this, they endeavoured to make their students be familiar with various uses of English through their speaking or class activities. It may be concluded that language instructors are aware of the importance of culture in language teaching/learning therefore they tend to integrate cultural issues in their classes to raise intercultural awareness of language learners.

In terms of the dichotomy of native and non-native speakers, many participants considered students prefer to hear native-like accent in their learning period and NESTs are better in pronunciation teaching. They also mentioned NESTs are a good role model for language learners and have a better knowledge of authentic and real-life use of English. However, they mentioned non-NESTs could serve as a good role model for their students as well and they can deal with cultural issues better. In addition to this, plenty of instructors believed non-NESTs are as competent as NESTs in language teaching and they are able to understand difficulties that students face in learning English. Moreover, they also indicated non-NESTs can diagnose errors and mistakes occurring due to L1 of the students. Furthermore, most of the participants supported the idea that there should not be any discrimination between NESTs and non-NESTs in employment. It may be interpreted that both NESTs and non-NESTs have their advantages in language teaching but neither of them is superior to other one according to instructors.

All in all, when all findings are figured, it may be concluded that English language instructors are aware of ELF and ELF-related issues in general and they deal with these issues in their classrooms. It was obtained from study that the instructors have positive ideas about ELF and similar perceptions based on ELF and ELF-related issues and their classroom practices are also consistent with their perceptions on these issues. Their perceptions and classroom practices may be associated with post-normative approach of Dewey (2012) whose purpose is to enable language teachers to practice their teaching according to the environment and context in which their students will communicate in English.

6.2. Implications of the Study

This master's study is significant because of its originality in combining perceptions of English language instructors on ELF and ELF-related issues and their classroom practices. The major outcome of the study is the instructors' perceptions on

ELF and ELF-related issues were consistent with each other. The overall findings of the study imply that integration of ELF approach in language teaching/learning context leads to communication based courses and enables language instructors to raise awareness of language learners about changes and differences in the world. Language instructors who are familiar with ELF and ELF-related issues encourage their students to speak English so as to communicate effectively instead of imposing native-norms on their language learners. This study also implies that it is significant for language instructors to be aware of changes in the world and accordingly various needs of language learners to communicate effectively in different contexts. All in all, the findings of this study present plenty of important implications for the field of English language teaching and these implications are grouped into two: *for language teachers* and *for language learners*.

6.2.1. Implication for Language Teachers/Instructors

ELF reality, which is confronted in various contexts from daily to professional life, has started to become more widespread in ELT field due to the studies and research conducted on ELF and ELF-related issues. This study indicated that English language instructors are aware of ELF reality, tend to learn about it more and integrate ELF into their classrooms. As communication is the main focus of the globalising world, integrating ELF in classroom practice could enable language teachers/instructors to meet communication needs of language learners. Awareness and familiarity of language teachers/instructors about ELF reality might enable them to prepare their students for potential interactions in which they might be in the future. When ELF perception is integrated in teacher education and school curriculum, it is possible for language teachers/instructors to meet students' communication needs in various contexts. In line with teacher education and school curriculum, teaching materials used in class also should be selected related to communication needs of the students to prepare them for potential interaction in their both school as well as daily life. This study implies that being aware of ELF reality is important for language teachers/instructors to be well-equipped and innovative teachers that are knowledgeable about innovations in the field of ELT and responsive to various needs of language teachers to communicate effectively in different context.

Culture is an inseparable element in language teaching as language and culture are related to each other. The study pointed out the instructors integrated different cultures

in their class activities to raise students' cultural awareness. Since ELF deals with not only target culture but also local and intercultural cultures, language instructors need to integrate various cultures into their classes to introduce different cultures of the world. To raise cultural awareness, language teachers may utilize different activities based on world cultures like talking about various festivals around the world. Therefore, they can prepare their students for possible situations they may take place in the future. Language teachers may also choose various cultures based on students' interests for each week and inform students about these cultures to increase their understanding of and respect to other cultures.

The more world has become global, the more the viewpoint towards SE in ELT has started to change. The study concluded that although the instructors themselves preferred to use SE norms in speaking, they did not encourage their students to use native norms, which shows their aim in language teaching has shifted from to speak like native speakers towards communicate effectively. They also believed their students should be familiar with different uses of English worldwide. To enable language learners to be acquainted with English uses in the world, language teachers may utilize audio and/or visual materials including various uses of English to provide choices for their students about how to use English. Therefore, language learners could decide which one to use to interact and be aware of differences in the world.

As the number of non-native speakers of English has risen and outnumbered native speakers, the dichotomy of native and non-native has arisen. The study found out although NESTs and non-NESTs have their own advantages in teaching, neither of them is superior to each other so there should not be any discrimination in employment. To improve themselves and create a better environment for learning, both NESTs and non-NESTs could collaborate with each other to. Since NESTs are more knowledgeable about real-life use of English, they can share their knowledge with non-NESTs to increase their knowledge on daily use of English. In response to this, non-NESTs can share their knowledge of local culture and solutions to possible problems stemming from L1 so that NESTs could help their students better during learning process of the students. With the help of sessions organized weekly or monthly in their institution, NESTs and non-NESTs could have a chance to share their experience and ideas with each other. Thereby, they can compensate deficiencies of each other and help each other develop in their profession.

6.2.2. Implication for Language Students

Due to the special role of English as an official or foreign language in the world, students' aims to learn English have been reshaped. To meet the communication requirements of the global world, students need to focus on how to interact with people from different backgrounds. Being aware of ELF reality may help language learners respect differences and feel more comfortable while speaking English. If they approach English from ELF perspective, they may feel ready for various interactions in different contexts.

Having information about different cultures might create a more effective language learning environment for students. If students are familiar with other cultures, they may understand their own culture better. If students' cultural awareness raises, it is possible for them to be more tolerant to differences and they may prevent possible misunderstandings in communication stemming from cultural differences. Language learners should have the opportunity to compare their local culture with other cultures, share their cultural knowledge in-class activities or search about cultures they are interested in.

As English language teaching has started shifting from native norm-based approached to communication-oriented approaches, it might be beneficial for language learners to be acquainted with WE. If their aim is to have specific exams such as TOEFL and IELTS, they might focus on SE and native-like norms. However, if their aim is to be able to communicate in different situations, language learners should deal with ELF and WE. Language learners needs to decide where and whom they will speak English and then they should share their needs with their teachers/instructors to fulfil their needs in language learning.

Nowadays, English is taught by not only NESTs but also non-NESTs in institutions. Both have advantages and deficiencies in language teaching because of their language and cultural backgrounds. Therefore, students might utilize real-life and authentic language use of NESTs. Language learners can also take advantage of non-NESTs since they have experienced language learning process like students do, so non-NESTs could share their experience and make suggestions for language learners. Having both NESTs and non-NESTs might be favourable for language students to improve themselves better in the target language.

6.2.3. Suggestions for Future Studies

Though there are several informative studies mentioned in this study, there is a growing need for more studies conducted on ELF since ELF field is still unexplored to a large extent (Jenkins, 2015). For future research to be carried out in this area, there might be a good number of suggestions some of which are explained below.

First, this study was conducted with language instructors working at a preparatory school of a private university so the findings of this study cannot be generalised to all higher education context in Turkey. It could be valuable to carry out long time research including many instructors working in different higher education institutions. Investigating perceptions of a large number of instructors may provide more general findings to contribute insights in the field of ELT.

Second, the study was carried out with only language instructors, yet a similar study might be conducted with stakeholders consisting of language learners and other stakeholders in institutions. Therefore, it could reflect what language learners and the stakeholders have been thinking about ELF reality. Together with instructors, language learners and other stakeholders also have an impact on shaping learning/teaching environment. In this regard, their views are worth researching to dwell into the targeted ELF issues.

Third, only non-NESTs could be observed in this study because the study was voluntary basis. Future research could also focus on classroom practices of NESTs and there might be a comparison between NESTs and non-NESTs in terms of their classroom practices from the point of ELF. Since NESTs acquire the language instead of learning, it could be valuable to observe how they deal with ELF perception in their classes.

ELF perception has implications for several aspects of ELT field like testing and assessment, curriculum design and materials development. Future studies might be carried out to investigate how curriculum can be designed to integrate ELF perspective in language classes. Which materials may be utilized to deal with ELF pedagogy in classes might be examined as well to guide language teachers/instructors how to integrate ELF in their teaching context. Another potential research area is how language teachers evaluate their learners' performance within ELF pedagogy. Furthermore, the perceptions about assessment and testing in regard to ELF might be investigated to find out how teachers evaluate their students' proficiency and language skills from ELF perspective.

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APPENDICES

Appendix 1. Questionnaire for English Language Instructors

Researcher: Zeynep CEYHAN BİNGÖL

Academic Institution: Çukurova University

First of all, I would like to thank you for your participation☺

This study aims to identify perceptions of English language instructors on English as lingua franca (ELF) and ELF related issues. The questionnaire will take 15-18 minutes to fill out. Participation is totally based on principle of voluntariness. All the data provided from questionnaires will be kept strictly confidential and only used for scientific purposes. This is not a test so there is no ‘right’ or ‘wrong’ answer. It is important to give honest and sincere responses so that the results of this study can be more reliable. If you have any question about the study and/or your participation, you can contact me with this email address zynpcyhn@gmail.com. You may also contact me to require a copy of the findings.

I participate in this study entirely voluntarily and I know I can stop participating at any time. I accept that the information given by me will be used only for scientific purposes and my identity will be kept confidential.

Date:

Participant’s signature:

As a follow up this study,

- a) Would you volunteer to have an oral interview lasting 15-20 minutes at a suitable time for you?

☐

Yes

☐

No

- b) Would you volunteer to take part in classroom observation at a suitable time?

☐

Yes

☐

No

If you say yes above, could you provide me with your contact information so that I can contact you to arrange the short interview.

Your name: _____

Your phone number: _____

Part 1: Background Information

1. Gender:
 - a) Male b) Female c) Other
2. Age:
 - a) 20-30 b) 31-40 c) 41-50 d) Over 50
3. Your mother tongue: _____
4. Years of teaching English:
 - a) 2 years or below b) 3-4 years c) 5-7 years d) 8 years and more
5. What type of degree do you have?
 - a) Bachelor's b) Master's c) Ph.D.
6. What are your objectives of teaching English?
 - a) To motivate my students to communicate with NS of English
 - b) To motivate my students to communicate with people from different cultures
(both native and non-native speakers)
 - c) Other: (Please specify)

Part 2: ELF

1. Have you ever heard the concept of English as lingua franca (ELF)?

☐ Yes
 ☐ No

2. How would you define ELF with your own words?

3. Would you like to learn about ELF more? Why?

4. Would you like to integrate ELF into your lessons? Why?

Part 3: Cultural Aspects in ELT

Please indicate by putting an (X) whether you agree or disagree with the following statements related to English language.

	Strongly Agree	Agree	Unable to Discuss	Disagree	Strongly Disagree
Integrating culture is important in language classes.					
If students know about other cultures apart from their local culture, they will be more tolerant.					
All students should acquire intercultural competence.					
Culture should be integrated in English language teaching.					
Intercultural competence cannot be acquired in ELT context.					
Integrating culture is important only if students need to be familiar with it.					
Language instructors should deal with culture only if there exist international students in the class.					
Language and culture should be taught together.					
Providing cultural information encourages students to learn English.					
I share with my students what I know about English speaking countries and/or their cultures.					
I ask my students what it would be like to live in English speaking countries.					
I share with my students about my own cultural experience in English speaking countries.					
I ask my students to compare one aspect of their local culture with that aspect in English speaking countries.					
I use various visual and/or audio materials to introduce my students to other cultures.					
The English programme I have been teaching deals with intercultural awareness.					
I feel that I would spend more time for intercultural aspects in my class.					

Part 4: Standard English (SE) and World Englishes (WE)

Please indicate by putting an (X) whether you agree or disagree with the following statements related to English language.

	Strongly Agree	Agree	Unable to Discuss	Disagree	Strongly Disagree
Standard English is British and/or American (Inner Circle countries') English.					
Native speakers of English have a right to decide how English should be.					
Standard English is more prestigious in communication.					
I prefer to use Standard English.					
Non-native English learners should be encouraged to learn Standard English.					
English belongs to the UK and/or USA (Inner Circle countries).					
People around the world should learn Standard English.					
Standard English is accepted internationally.					
It bothers me when my students make pronunciation errors while speaking English.					
I am not comfortable with my own accent and try to imitate native speakers' accent.					
I know and can define what World Englishes mean.					
I prefer to use my idiolect (my own way of using English).					
Non-native speakers of English have a right to decide how English should be.					
Communication is to be able to understand and show respect towards cultural, gender, socio-political and personal differences.					
I am satisfied with my own accent while speaking English.					
Different uses of English based on different geographical regions should be introduced to English language learners.					
Communication strategies are more important than Standard English norms.					
World Englishes should be dealt in English language learning programs.					
People can use different varieties of English as long as they follow the principles of comprehensibility and intelligibility.					

Part 5: Native (NEST) and Non-native (Non-NEST) English Speaker Teacher

Please indicate by putting an (X) whether you agree or disagree with the following statements related to English language.

	Strongly Agree	Agree	Unable to Discuss	Disagree	Strongly Disagree
Non-NESTs are good role models for their language learners.					
Language learners would like to hear their instructors speaking with a native-like accent.					
Non-NESTs are able to cope with cultural issues more efficiently than NESTs.					
Non-NESTs are regarded as competent as NESTs in teaching English.					
Non-NESTs are able to understand language learners' learning difficulties better than NESTs.					
Institutions should hire NESTs only from Inner Circle countries: The USA, Britain, Australia and Canada.					
NESTs are better at pronunciation teaching than non-NESTs.					
NESTs are good role models for language learners.					
Non-NESTs can diagnose language learners' mistakes and errors stemming from their L1 more easily than NESTs.					
NESTs have better knowledge of authentic and real-life use of English than non-NESTs.					
NESTs are more confident in class than non-NESTs.					
There should not be any discrimination between NESTs and non-NESTs as far as employment opportunity is concerned.					

Appendix 2. Interview Questions about ELF and ELF-related Issues

1. How long have you been teaching English?
2. How would you define “English as lingua franca” in your own words?
3. Do you believe that integrating culture is important in English classrooms?
 - If yes, how do you integrate culture in your classes?
 - What kind of materials do you use to deal with culture?
 - Which culture do you tend to integrate in your classes?
4. What do you think about Standard English and its use in ELT context?
5. What do you think about World Englishes and its use in ELT context?
6. How do you feel when you speak English as a non-native speaker of English?
 - How confident do you feel when you speak English?
7. Are there any differences between non-native and native speaker English teachers?
 - If yes, what are those differences?
8. Do you believe that non-native English language instructors are as successful/competent as native English speaking instructors?
 - Why/ Why not?
9. Do you think knowing English is more useful than knowing other languages? Why / Why not?
10. Where do you believe that your students need to communicate in English?
 - Whom are the interlocutors?
11. What do you think about ELF perspective?
 - Have you ever thought practicing ELF in your lessons?

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Derece	Alan	Üniversite	Yıl
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Yüksek Lisans Tez Başlığı: Perceptions and practices of English Language instructors in an ELF context

Danışman: Doç. Dr. Yonca Özkan

Görevler:

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ESERLER**A. Uluslararası hakemli dergilerde yayımlanan makaleler :**

Tüm, G. & Ceyhan-Bingöl, Z. (2017). Basic functions of text books used in teaching Turkish as a foreign language. *Turkish Studies*, 12(34), 429-444. doi: 10.7827/TurkishStudies.12654

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

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Ceyhan-Bingöl, Z., & Özkan. Y. (2017). *Utilization of vocabulary box in English language teaching at tertiary level*. Paper presented at The 3rd Çukurova International ELT Teachers Conference: Reshaping Teaching and Learning English for the 21st Century, Adana, Turkey.

Tüm, G., & Ceyhan-Bingöl, Z. (2017). *Basic Functions in Textbooks for Teaching Turkish as a Foreign Language*. Paper presented at The 3rd International Symposium on Language Education and Teaching, Rome, Italy.

C. Yazılan uluslararası kitaplar veya kitaplarda bölümler :

D. Ulusal hakemli dergilerde yayımlanan makaleler :