REPRESENTATION OF ENGLISH AS A LINGUA FRANCA (ELF) IN INTERNATIONAL ENGLISH COURSEBOOKS AND EFL INSTRUCTORS' VIEWS ON ELF-ORIENTED PEDAGOGY AWARENESS IN A TURKISH CONTEXT

MA THESIS

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Eskişehir 2024

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July 2024

JÜRİ VE ENSTİTÜ ONAYI

ÖZET

ULUSLARARASI İNGİLİZCE DERS KİTAPLARINDA İNGİLİZCENİN ORTAK DİL (ODİ) OLARAK YANSILTILMASI VE TÜRKİYEDE BİR ÖĞRETİM ORTAMINDA İNGLİZCE ÖĞRETMENLERİNİN ODİ ODAKLI PEDAGOJİ FARKINDALIĞI ÜZERİNE GÖRÜŞLERİ

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İngilizce Öğretmenliği Programı
Anadolu Üniversitesi, Lisansüstü Eğitim Enstitüsü, Temmuz 2024
Danışman: Doç. Dr. Safiye İpek KURU GÖNEN

İngilizce'nin Ortak Dil (ODİ) olarak giderek daha fazla kabul görmesinin ve kavramsallaştırmasının dil öğretimine çeşitli düzeylerde yansıtılması gerekmektedir. Bu amaçla, bu çalışma, ODİ kavramının uluslararası İngilizce ders kitaplarındaki temsili, İngilizce öğretim elemanlarının ODİ farkındalığı ve ODİ odaklı etkinliklerin öğretim bağlamlarında uygulanmasına ilişkin görüşleri dahil olmak üzere üç farklı açıdan incelemek için Türkiye'deki bir yükseköğretim ortamında gerçekleştirilmiştir. Bu amaçla araştırma bağlamında kullanılan ders kitaplarının ODİ'yi temsilleri incelenmiş ve ODİ farkındalığını araştırmak için 42 Türk İngilizce öğretim elemanına anket uygulanmıştır. Ders kitaplarından elde edilen nicel veriler, kitapların dil öğretimine ODİ odaklı bir bakış açısı benimsemediklerini ortaya koymuştur. Anketten elde edilen nicel bulgular, Türk İngilizce öğretim elemanlarının ODİ'ye yönelik tutumlarının belirsiz olduğunu göstermiştir. İlk iki araştırma sorusunun bulguları doğrultusunda, yedi katılımcıyla beş haftalık bir ODİ odaklı öğretmen eğitimi tasarlanmış ve yürütülmüştür. Eğitim sırasında ve sonrasında yansıtıcı günlükler ve yarı yapılandırılmış görüşmeler yoluyla toplanan nitel veriler ODİ odaklı aktiviteleri uygulamanın bazı faydalarını (örneğin, öğrencilerin artan farkındalıkları, motivasyonları, özgüvenleri, katılımları ve farklı aksan ve kültürlere hoşgörüleri, öğrenme ortamını zenginleştirme, gelişmiş dil öğrenimi) ve çeşitli zorluklarını (örneğin, zaman kısıtlamaları, okulun programı, ODİ'nin sözlü etkileşime odaklanması, öğrencilerin ana dili İngilizce olmayan aksanlara yönelik olumsuz tutumları) açığa çıkarmıştır. Son olarak, çalışmanın sonuçları ilgili literatür ışığında tartışılmış, pedagojik çıkarımlar ve gelecekteki araştırmalar için öneriler ortaya konmuştur.

Anahtar Kelimeler: Ortak dil olarak İngilizce, Öğretmen eğitimi, Ders Kitapları

ABSTRACT

REPRESENTATION OF ENGLISH AS A LINGUA FRANCA (ELF) IN INTERNATIONAL ENGLISH COURSEBOOKS AND EFL INSTRUCTORS' VIEWS ON ELF-ORIENTED PEDAGOGY AWARENESS IN A TURKISH CONTEXT

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Increasing recognition and conceptualisation of English as a Lingua Franca (ELF) worldwide should be reflected in language teaching at multiple levels. To that end, this present study was conducted in a Turkish higher education context to look into the ELF paradigm from three different angles, including its representation in international English coursebooks, Turkish EFL instructors' awareness of ELF, and their views on implementing ELF-oriented activities in their teaching context. To that end, coursebooks used in the research context were analysed, a questionnaire was administered to 42 Turkish EFL instructors working in the research context to investigate awareness of ELF. The quantitative data obtained from the coursebooks revealed that they failed to incorporate an ELF-oriented perspective into language teaching. Quantitative data gathered from the questionnaire showed that Turkish EFL instructors had unclear attitudes towards ELF. In line with the findings of the first two research questions, a five-week ELF-oriented teacher training was designed and conducted with seven participants. Qualitative data collected during and after the training via reflective journals and semi-structured interviews revealed some benefits (e.g., learners' gains such as increased awareness, motivation, self-confidence, participation, tolerance for different accents and cultures, enriched learning context, enhanced language learning) and various challenges (e.g., time constraints, programme of the school, focus of ELF on spoken interaction, learners' negative attitudes towards non-native accents). Lastly, results of the study were discussed in light of the relevant literature, putting forward pedagogical implications and suggestions for future research.

Keywords: English as a lingua franca, Teacher education, Coursebooks

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my advisor, Assoc. Prof. Dr. S. İpek KURU GÖNEN from the bottom of my heart for her unfaltering dedication and commitment in every step of my thesis. When things got overwhelming, I was able to pull myself together and put things back on track thanks to her guidance and enthusiasm.

I want to express my gratitude to Assoc. Prof. Dr. Gonca SUBAŞI, Dr. Asuman CİNOĞLU, and Dr. Hanife TAŞDEMİR for their suggestions on developing my data collection instruments. Despite her tight schedule, I am incredibly grateful to Dr. Asuman CİNOĞLU for making time for me.

I would like to thank my committee members, Prof. Dr. Ali MERÇ and Dr. Gülin ZEYBEK for valuable their suggestions and contributions to my study.

I am deeply thankful to my colleagues at Kocaeli University for their willingness to participate in the data collection process. My special thanks go to the ones who took part in the teacher sessions; I will be forever grateful to them. I also want to thank my beloved colleagues, Yıldız ERTEKİN YILMAZ, Nurdan KARACA, Azer GÜZELDERELİ for their contribution to my data analysis.

I would like to thank my dearest colleague, Sercan ÖZTEKİN, for his support, kindness and selflessness. I would also like to thank my students in ELL classes in the 2021-2022 academic year for their participation in my research studies. I would also like to thank Berkcan KÖSE and Zeynep Yadigar TOSUN for their kindness, help and support.

Lastly, I want to express my deepest gratitude to my family, especially my mother, for her wisdom, encouragement, and unwavering support throughout this challenging journey. I also want to thank the youngest members of my family, Başar Benan, Aylin, Pelin, and İpek, for bringing joy and colour to my life.

Asiye Öztürk

31/07/2024

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope, and included these sources in the references section; and this study has been for plagiarism with scientific "scientific plagiarism detection programme" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Asiye Öztürk

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LIST OF ABBREVIATIONS

AmE	: American English
BrE	: British English
EFL	: English as a Foreign Language
ELF	: English as a Lingua Franca
ELT	: English Language Teaching
ENL	: English as a Native Language
ESL	: English as a Second Language
GA	: General American
IL	: Interlanguage
L1	: First Language
L2	: Second/Foreign Language
NS	: Native Speaker
NNS	: Non-native Speaker
RP	: Received Pronunciation
WE	: World Englishes

"Language change is not a disease; any more than adolescence or autumn are illnesses."
Jean Aitchison

1. INTRODUCTION

This chapter consists of the following five sections: the background of the study, the statement of the problem, the significance of the study, the research questions of the study, and the definition of key terms. In the *background to the study*, firstly, the current situation of English as a global language with an overview of key events leading to the phenomena is explained, and later, the birth of the paradigm of *English as a Lingua Franca* and the key arguments it is founded upon and its potential implications for ELT are touched upon. Secondly, the research gap in the literature is identified by referring to the existing studies, and the reason why this current study was conducted is stated in *the statement of the problem* section. Then, the potential contribution of the study to the existing ELF literature is mentioned in the *significance of the study* section, followed by the *research questions of the study* section. Finally, the key terms and their abbreviations are elucidated in the *definition of the key terms* section.

1. 1. Background to the Study

It is now universally acknowledged that English is the most spoken language in the world, and the latest figures show that the total number of English speakers has risen almost to a staggering 1.5 billion, exceeding those of any other language (Dyvik, 2024). English is spoken as a first language in countries such as America, Canada, Britain, Ireland, Australia, New Zealand, and South Africa; as an administrative language in countries including Ghana, Nigeria, Zimbabwe, India, and Singapore; as a foreign language without any official role in more than 100 countries (Crystal, 2006). Considering the diverse roles that English plays in different countries worldwide, it has acquired a global status (Crystal, 2006). One of the most significant effects of the global role of English is that non-native speakers of English (NNSEs) rather than native speakers of English (NSEs) now constitute the majority of its users. Statistically speaking, the number of people who speak English as a native language is now thought to be nearly 400 million, while the remaining 1.1 billion are non-native users.

The establishment of the status of English as a global language has to do with this unparalleled spread worldwide, which came about as a result of the centuries-spanning

colonisation across the globe by the British Empire and the subsequent ascent of America as the top global economic, military and political power (Crystal, 2003; Mauranen, 2003). British colonisation led to the birth of new varieties of English as the British migrants established settlements in Australia, and North America and the British Empire colonised territories in Africa, Asia, and Oceania (Ferguson, 2006). New varieties of native English such as American and Australian English in countries settled by the British and Indian English, Nigerian English and English-based pidgin and creoles in territories colonised by the British rulers originated. Meanwhile, America's gradually growing hegemony over the rest of the world consolidated the position of English as a global language, namely a *lingua franca* in the remaining parts of the world that were not subjugated to British colonialism (Ferguson, 2006). One of the most influential factors that contributed to the expansion of the role of English as a lingua franca was that English was established as the language of international science as a result of the diminished role of the German language in the aftermath of the First World War and the growing number of scientific research based in the USA. However, as noted by Mauranen (2017), English can no longer be regarded as a language used in political, academic, and business settings only by the educated elite; it also serves as the language of tourists, seasonal workers, refugees, and internet users. In that sense, it would not be wrong to say that English managed to become everyone's language over time as it spread globally.

The role of English as the common global language resulting from the dramatic increase in the number of people who speak it globally and, in the locations, where English is spoken brings about certain consequences for English language teaching (ELT). According to Marlina and Xu (2018), there are four fundamental consequences stemming from the status of English as a lingua franca that need to be taken into consideration within the world of ELT. To begin with, NNSEs should be considered legitimate speakers of English as well as NSEs. Additionally, linguistic forms in English have been subjected to modifications due to the changing and diversifying profile of speakers of English and language contact naturally occurring between different languages. Thus, the English language cannot be assumed to be uniform and homogenous, given the diversity and multiplicity concerning pronunciation, grammar, vocabulary, discourse, and pragmatic rules and perceptions of culture in English. Thirdly, people from different linguistic and cultural backgrounds use English to interact with one another and varieties of English and the languages that come into play during these

interactions are not easy to foresee; people turn to their multilingual linguistic reserves to come up with numerous strategies to communicate successfully and achieve intelligibility. Finally, the status of English as a lingua franca means that native-speaker norms and accuracy tend to become peripheral and less significant given that English is mainly used in intercultural communication contexts by speakers of diverse cultural and linguistic origins to have mutual understanding. The growing recognition of changes in the sociolinguistic composition of users of English prompted scholars in ELT to reconsider the established perspectives towards English teaching, which led to the birth of new academic research areas (Marlina & Xu, 2018). One of the academic domains that emerged as a reaction to the conventionally accepted views in teaching and learning English was English as a lingua franca (ELF). Research on ELF gained momentum in the early 2000s thanks to two seminal studies published by Jenkins (2000) and Seidlhofer (2001). Scholarly interest in ELF has grown consistently ever since, and there has been steady progress in the body of research pertaining to ELF. Different definitions have been put forward for ELF since its early days as an academic area of research. For instance, Cogo (2012) elaborates on ELF by defining it as a contact language used by speakers from heterogeneous linguistic and cultural backgrounds and not confined to any specific nation, as the setting and the speakers involved constantly vary in ELF interactions. However, today, it is agreed that, in simplest terms, ELF refers to the use of English as a common language for communication by speakers from a vast range of linguistic and cultural backgrounds (Bayyurt & Dewey, 2020). The way ELF is described indicates that it is guided by the complex sociolinguistic realities of the world that mark today's English and the fluid, dynamic nature of ELF communication. ELF scholars attempted to examine and conceptualise the repercussions of the metamorphosis that English was undergoing due to its worldwide spread. Ingrained teaching perspectives in ELT based on the categorisation of English as English as a Foreign Language (EFL) and English as a Native Language (ENL) were contested by leading ELF scholars (e.g., Jenkins, 2006b; Jenkins et al., 2011; Jenkins, 2017; Widdowson, 2013). They asserted that English could not be defined as a foreign language learnt to interact solely with its native speakers but with non-native speakers as well. Similarly, they highlighted that a more significant part of NNSEs did not learn English as a native language to assimilate into English-speaking countries but to communicate with people from different parts of the world. Thus, they concluded that teaching native and standard version of English should not be the main

goal of language instruction. As noted by Maurenan (2017) in view of its global spread, English functions as a global language with more non-native speakers than native speakers, rendering it heterogenous and changeable. This explains the rationale behind ELF scholars' views towards deep-seated notions adopted towards language teaching.

In light of the growing body of research, ELF scholars started to emphasise the need to reflect the implications of the role of English as a lingua franca in language classes instead of adhering strictly to the norms of native English in teaching and learning English (Dewey, 2012; Bayyurt, 2013; Vettorel, 2015). The findings obtained through ELF studies indicate that ELF has significant consequences for actual language classrooms that might benefit learners and prompt key stakeholders in ELT, including teachers, teacher educators, language assessment experts, curriculum designers, to reassess entrenched teaching practices, coursebooks, curriculum, exams and employ novel perspectives to teaching, learning, testing, policymaking (Sifakis, 2017). In a similar vein, Cogo & Siqueira (2017, p. 51) highlight that ELF raises implications that concern fundamental components of ELT programmes, including syllabus, teaching materials, established teaching approaches and methods, testing, and teachers' knowledge base, which are all of considerable importance in teacher education. Considering the wide-reaching implications of ELF for language teaching, this present study sought to analyse ELF from multiple perspectives, including teaching materials, teacher awareness, and teacher education. Thus, the purpose of the current study was to probe into international textbooks used in a university context in terms of their representation of ELF, explore Turkish EFL instructors' awareness of ELF, and examine their opinions on the integration of ELF-oriented activities in their teaching environment after receiving an ELF-oriented teacher training.

1.2. Statement of Problem

As Sifakis and Tstantila (2019) emphasise, ELF constantly reminds key stakeholders in ELT, including teachers, students, coursebook designers, decision-makers how English is actually used by NNSEs to communicate in real life and that conventional language instruction based on norms of standard native English remains lacking. Though one can now talk of an expanding ELF literature thanks to the progress in the conceptualisation of ELF and the increase in the empirical number of studies dealing with it, ELF still needs to be introduced more systematically into actual language classrooms

(Siqueira, 2020). Concerning this, Jenkins (2012) remarks that language teaching, language assessment, and material design in ELT are still dictated by the norms of English as a Native Language (ENL), even though English is increasingly used as a lingua franca worldwide. Similarly, Vettorel and Corrizatto (2015) state that the supremacy of standard norms and models and the concept of native speaker (NS) have been called into question in view of the spread and pluralisation of English and radical changes in language use in today's global world; however, traditional ELT perspectives that prioritise standard native varieties of English, namely British or American English, fail to reflect the sociolinguistic landscape of today's English. Nguyen et al. (2020) assert that the conceptualisation of English as an international language must be reflected in teaching materials, curriculum, and teaching practices. Bayyurt and Dewey (2020) note that while theoretical discussions regarding the implications of ELF abound, practical integration of ELF into language teaching remains scarce. Standard native English remains the main point of reference when developing curriculum, teaching materials, and language assessment. In that regard, as accentuated in the literature, despite the growing conceptualisation of the current status as a lingua franca and the implications that arise from this concerning English instruction, it seems that ELF has still not yet thoroughly infiltrated into actual teaching practices and teaching materials in ELT.

Though there might be a myriad of reasons why ELF has not been practically applied in language classrooms, Sifakis (2017) points out that adapting ELF and its related issues into ELT is likely to be daunting as ELF is a complex construct, and stakeholders' views and ingrained teaching practices are still under the influence of native-speakerism perspectives. One would not be wrong to assume that native speakerism (Holliday, 2005) remains an obstacle to integrating ELF into actual teaching in most teaching contexts throughout the world. Native speakerism, a pervasive yet distorted ideology in ELT that accepts native speakers as the ideal models and teachers, profoundly affects how English is presented by teachers, textbook writers, curriculum designers, and school managers (Holliday, 2005, 2017). Therefore, the fixed mindset that regarded native speakers of English as the only guardian and legitimate guardians of the language still lingers in ELT circles though Widdowson (1994) pointed out that the international status of English made it hard for any nation to claim the ownership of English. Consequently, as Jenkins (2012) points out, learners of English are still taught English as if they will use it to interact with native speakers, yet it is more likely that they

will mostly encounter non-native speakers of English in future interactions. That is to say, how English is taught in actual language classrooms does not help learners prepare for multicultural communication contexts in which they will probably use English to interact with non-native speakers of English from varied cultural and linguistic backgrounds rather than native speakers. Marlina and Xu (2018) highlight that as little progress has been made in terms of the practical application of ELF in classroom practices, more research needs to be conducted on the implications of ELF on teaching, publishing, and testing. Therefore, it is essential that language teachers and other stakeholders in ELT be familiarised with ELF and its related issues in order to implement ELF in their classes and to select, evaluate, and design teaching materials. The first step to realising that goal starts with teacher education. Learners of English might assume the role of agents in changing deep-seated views through their teachers (Widdowson, 2012). That is, by raising ELT professionals' awareness, students can be made more aware of the evolution and transformation of the English language. Therefore, more research needs to be conducted concerning how the newly acquired status of English affects EFL teachers' perspectives towards language teaching. Studies focusing on teachers' perceptions of ELF have proliferated in recent years (e.g., Cogo & Siqueira, 2017; Curran & Chern, 2017; Dewey & Pineda, 2020; İnal & Özdemir, 2015; Llurda, 2007; Sifakis & Sougari, 2005; Suzuki, 2010). As Sifakis and Bayyurt (2015) underline, teachers might not know how to integrate ELF into their classrooms even in cases when they are aware of the implications of the global spread of English, which indicates the need for guiding teachers about how to apply ELF into language teaching through teacher education. Marlina (2017) stresses that raising teachers' awareness will not suffice; it is of utmost importance to provide teachers with ELF-related teacher training programmes to encourage them to reconsider their preconceived notions about language learning and teaching. Even though such programmes are on the rise, the number of ELF-focused teacher education programmes is far from satisfactory (Bayyurt & Dewey, 2020). The existing studies predominantly concern pre-service teachers' education (e.g., Biricik-Deniz et al., 2020; Kemaloğlu-Er & Bayyurt, 2019; Soruç & Griffiths, 2021; Vettorel, 2015).

Along with the need for more research on raising English teachers' awareness of ELF and providing them with ELF-informed teacher education programmes to lead to a change in their current perspectives towards language learning and teaching, studies that critically analyse coursebooks from an ELF perspective are needed considering the

central role of coursebooks as teaching materials in the majority of L2 educational settings. In line with this, it is essential to conduct new studies to keep track of any changes in the overall orientation of the textbooks towards the lingua franca position of English. Even though the studies that analyse the textbooks in terms of their incorporation of ELF and its related issues have multiplied in recent years (Hu & McKay, 2014; Nguyen et al., 2020; Syrbe & Rose, 2018; Tajeddin & Pakzadian, 2020; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013; Yuen, 2011), further research is still needed, and more importantly research is scarce within the Turkish EFL context. Thus, more research is needed to identify the space that ELF covers in the books and adapt the books where they fail to heighten learners' recognition of the complex sociolinguistic makeup of English in the world today in which they will have to use English.

All in all, in EFL contexts, English instruction is still determined by native speaker's norms, and rules; teachers tend to remain unaware of the implications of the global spread and diversification of English and how to implement these changes in their classrooms as they are very often stuck in a vicious cycle of meeting deadlines and fulfilling professional duties. Furthermore, most teachers have to teach English through teaching materials, that is coursebooks designed in line with ENL by a handful of leading publishing companies. It is of utmost importance to investigate whether the consequences of the current status of English as a lingua franca that signals the unprecedented diversity in its uses and users on a global scale have permeated into language teaching practices and teaching materials. Therefore, there is an urgent need to investigate coursebooks to identify whether they incorporate ELF or not, to investigate English teachers' awareness of ELF, introduce English teachers to ELF and related issues through ELF-oriented teacher training programmes to further raise their awareness of ELF, and provide them opportunities with hands-on application of ELF in their classrooms.

1. 3. Purpose of the Study

In accordance with the aforementioned need for further studies to delve into the practical implications of ELF in language teaching as highlighted in the relevant literature, this study sought to analyse two internationally distributed coursebooks used at the preparatory school of a university within Turkish context in terms of their representation of ELF, to probe into ELF awareness of Turkish EFL instructors at tertiary level, and to investigate their views on integrating ELF-oriented activities into their own

teaching context after they participated in a five-week online ELF-oriented teacher training programme designed to raise their awareness of ELF and provide them opportunities to implement ELF-oriented activities in their classes.

In line with the purposes of the study, the following three research questions were asked:

RQ1: How do English coursebooks in a Turkish higher education EFL context represent English as a lingua franca?

RQ2: What is Turkish EFL instructors' awareness of English as a lingua franca?

RQ3: What are Turkish EFL instructors' opinions on implementing ELF-oriented activities in their teaching context?

1. 4. Significance of the Study

As previously stated, it is highlighted in the relevant literature that theoretical conceptualisation with regard to changes that have arisen from the current position of English as a lingua franca should be demonstrated in the main constituents of language teaching, including syllabus, instructional materials, teaching practices and testing (Bayyurt, 2013; Bayyurt & Dewey, 2020; Cogo & Siqueira, 2017; Jenkins, 2012; Marlina, 2017, to name just a few). In line with that, this present aimed to study ELF from multiple dimensions, including its representation in teaching materials used in an educational context at the tertiary level, in-service EFL instructors' awareness of ELF, and their views on integrating ELF-oriented activities into their teaching practices in that specific context.

As stated above, this present study addressed ELF from several different angles. To begin with, two recently published coursebooks adopted at the tertiary level within the Turkish context were analysed. While there has been an increase in the number of the studies that investigate teaching materials, that is coursebooks in terms of their representation of ELF, more research is needed to keep track of the changes displayed in coursebooks in terms of their representation of ELF. In addition, there is a dearth of research within the Turkish context when it comes to the analysis of coursebooks in relation to the representation of ELF. In that regard, this present study might contribute to the existing literature.

Another crucial aspect that remains to be investigated is whether teachers of English are informed about the findings of the ELF research that is now fully-fledged (Cogo & Siqueira, 2017). It is vital that teachers are enlightened about the shift in the sociolinguistic features of English and encouraged to reevaluate and adjust their teaching practices. Thus, this study probed into Turkish EFL instructors' awareness through the administration of an ELF-awareness questionnaire. Investigating teachers' awareness of ELF is crucial; hence, this study might contribute to the ELF literature in this regard.

It should be noted that having an awareness of ELF is one thing; integrating ELF-focused research into language teaching in the practical sense is another thing. Notwithstanding an accumulating body of research focusing on ELF, further research is needed to investigate how ELF is translated into language teaching. As pointed out in the relevant literature (e.g., Marlina, 2017; Bayyurt & Dewey, 2020), there is an apparent lack of research on ELF-oriented teacher education that could not only equip English teachers with an awareness of ELF but also guide and prompt them to apply ELF-oriented activities in their language classes. Therefore, the practical integration of ELF into language instruction remains to be analysed more comprehensively, given the limited number of studies. This study can contribute to the literature through the five-week-long ELF-oriented teacher training provided to English instructors working at the tertiary level in Turkish context. Designed in line with research studies conducted on ELF for the specific purposes of this study, the five-week ELF-oriented teacher training programme not only introduced English teachers to ELF theory but also exposed them to ELF-oriented tasks that they were asked to implement in their classes. Data obtained from the teachers during and after the five-week-long ELF-oriented training can give insights into the implications of using ELF-oriented activities in actual classrooms. This study might contribute to the existing literature by examining in-service teachers' views on implementing ELF-oriented activities in their teaching practices after receiving ELF-oriented training and implementing ELF-oriented materials.

To my knowledge, no previous research studies have examined ELF in terms of its reflection in teaching materials, teacher awareness, and teacher education simultaneously. Therefore, this study might contribute to the literature by delving into ELF construct from different angles. To be more precise, this study might be significant due to its contribution to the existing ELF literature by carrying out an analysis of internationally distributed coursebooks with respect to their representation of ELF,

investigating Turkish EFL instructors' awareness of ELF at tertiary level and delving into their opinions regarding applying ELF-oriented activities within their teaching context after receiving a five-week ELF-oriented teacher training programme focusing on ELF and its related issues all at once in one single research study.

1.5. Scope and Limitations of the Study

The current study examined two coursebooks used at the preparatory school of Turkish state university in its initial phase. Afterwards, an ELF-awareness questionnaire was administered to 42 Turkish EFL instructors who worked within the research context and subsequent to the administration of the questionnaire, five-week ELF-oriented teacher training was conducted with seven volunteering instructors during the 2023-2024 fall semester. Therefore, this study has various limitations related to the specific context of the research.

To begin with, only two coursebooks, High *Note 1*, an elementary level coursebook, and *High Note 2*, a pre-intermediate level coursebook from *High Note* series, were examined in this current study. Thus, the findings cannot be generalised to other coursebooks; studies conducted with different coursebooks could have yielded different results. Furthermore, it only probed into ELF awareness of Turkish EFL instructors working at the School of Foreign Languages at Kocaeli University. The findings could have been different in another research context. Another limitation of the study was the number of participants enrolled in the ELF-oriented teacher training sessions; the sessions were completed with a total of seven participants. Moreover, the participants enrolled in the training sessions were teaching elementary-level classes at the time of the study; therefore, different findings could have been obtained with higher-level classes. The participants had to teach online classes one day every week, and a degree of change might be observed in students' participation and motivation in online classes, which might have had an effect on the findings. Furthermore, ELF-oriented training sessions were conducted online, which might be seen as a limitation. Despite the great benefits of online training, technical problems such a lack of reliable internet connection and the low performance of devices might have reduced the effectiveness of the sessions for the participant teachers. Finally, though all participants regularly attended the live sessions, two participants could not join the live sessions on two different weeks, and they had to

watch recorded videos of the sessions that they could not join. For each participant in question, it was only a one-time situation.

1.6. Definitions of Key Terms

English as Lingua Franca (ELF) refers to the use of English as a medium of communication between people who come from different linguistic backgrounds (Jenkins, 2012).

World Englishes (WE) refers to different forms and varieties of English used in various sociolinguistic contexts in different parts of the world (Smith, 2014).

English as a Foreign Language (EFL) refers to English as taught to people whose main language is not English and who live in a country where English is not the official or main language (Cambridge Academic Content Dictionary).

Native Speaker of English (NSE) refers to someone who has spoken the English language since their birth, rather than having learned it as a child or adult **(**Cambridge Advanced Learner's Dictionary).

Non-native Speaker of English (NNSE) refers to someone who has learned English in their childhood or adulthood **(**Cambridge Advanced Learner's Dictionary)**.**

Variety refers to the kind of language spoken by a particular speech community (Cogo, 2012).

2. REVIEW OF LITERATURE

This chapter aims to summarise, categorise, compare, and assess the research in existing ELF literature **under six main sections**. Firstly, *the World Englishes* section presents a historical overview of the paradigm and then focuses on its main tenets and its impact on the development of the concept of *English as a Lingua.* Afterwards*, the English as a Lingua Franca* section focuses on the scope and definition of ELF, its main arguments, its implications for ELT, ELF-related research studies, and the current issues. Then, *English as a Lingua Franca in the Coursebooks* section addresses the representation of ELF in coursebooks by referring to the existing literature. Next, *English as a Lingua Franca and Teacher Awareness* concentrate on teachers' recognition of ELF by referring to the studies in the ELF literature. The following section, *Teacher Education in ELF*, outlines a number of ELF-oriented teacher education frameworks. The final section, *Empirical Studies on ELF-Informed Teacher Education,* presents studies on teacher education based on ELF-informed frameworks.

2. 1. World Englishes

Along with English as a Lingua Franca (ELF), other frameworks, namely world Englishes (WE), English as an International Language (EIL) emerged to conceptualise, research, and teach the changing sociolinguistic characteristics of English caused by its worldwide spread (Dogancay-Aktuna & Hardman, 2018). Of the three paradigms mentioned here, WE preceded the other two by taking concrete steps in the conceptualisation of the shift occurring in the English language as of the 1980s, thanks to several scholars, including Braj B. Kachru, Larry Smith, and Yamana Kachru. The origins of the WE studies can be traced back to the year 1978, when two different conferences were organised collaboratively by Larry Smith and Braj B. Kachru in the USA (Bolton, 2018; Matsuda, 2019). What gave momentum to these studies was the publications created and the community formed following these conferences (Matsuda, 2019). Well-established views prevailing in English studies were revisited and contested by WE scholars, leading to a paradigm shift in English studies **(**Bolton, 2006a). That is, WE scholars challenged the fixed perception of English in the world of ELT, which regarded native-speaker models and norms of English as the only acceptable and legitimate varieties, that is, American and British English (Matsuda, 2019).

In very broad terms, the main arguments of WE studies, especially those of Kachru, were related to the acceptance of indigenised versions of English in former colonies of English-speaking countries and interlanguage theory **(**Kılıçkaya, 2009). Kachru, in particular, criticised EFL and ESL scholars' negative attitudes towards indigenised varieties of English in former colonies of the British Empire and demanded a pluricentric approach to English, given its widespread global diffusion via his publications. Kachru (1976) argued against linguistic purism and linguistic intolerance that ELT scholars displayed towards non-native varieties of English, such as Indian English and Caribbean English, and he demanded that sociolinguistic realities of local context be given due consideration for an objective evaluation when the role of the nativised Englishes in Third World Countries was discussed. Similarly, Kachru (1991) underlined the importance of developing conceptual frameworks that might present English's uses and users in harmony with social realities. Kachru further questioned the normative authority of standard native English, notions of interlanguage, and fossilisation attributed to the non-native varieties of English used in former colonies of English-speaking countries. Interlanguage (IL) theory developed by Selinker (1972, 1992) refers to the competence of English learners measured through continuity of interlanguage between L1 and L2, and learners' deviations from standard English are seen as errors, and persistent errors are regarded as examples of fossilisation. Kachru maintained that what is considered to be deviations from native standards are unique linguistic features of non-native varieties of English, and they should be accepted as such.

Among his many theoretical contributions to WE literature, Kachru's concentric circles undisputedly remain highly significant and still relevant despite receiving criticism on various levels**.** Discussions concerning English were conventionally confined to the dichotomy between "native" and "non-native" speakers, and categorisation of English was restricted to notions such as English as a Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL) (Bolton, 2018b; Kirkpatrick, 2014). The long-established three-fold division of English-using communities in ELT was considered “socio-linguistically, pragmatically, and functionally flawed” by WE scholars (Kachru, 1997). Kachru (1985) developed his concept of concentric circles, which divides different parts of the world where English is used in three main circles: the Inner Circle, Outer Circle, and Expanding Circle. The categorisation of the English-using world proposed by Kachru was based upon the

historical context of English and the status and functions of English in the countries constituting each of the concentric circles. In that respect, the Inner Circle refers to the countries, including the USA, the UK, Ireland, Canada, Australia, and New Zealand, where the majority use English as their first language. The Outer Circle refers to postcolonial African and Asian societies such as India, Nigeria, and Singapore, where English is an official language. The Expanding Circle, on the other hand, entails nations such as China, Japan, Brazil, Germany, and Turkey, where English is used and taught as a foreign language. Figure 2.1. shows Kachru's three concentric circles.

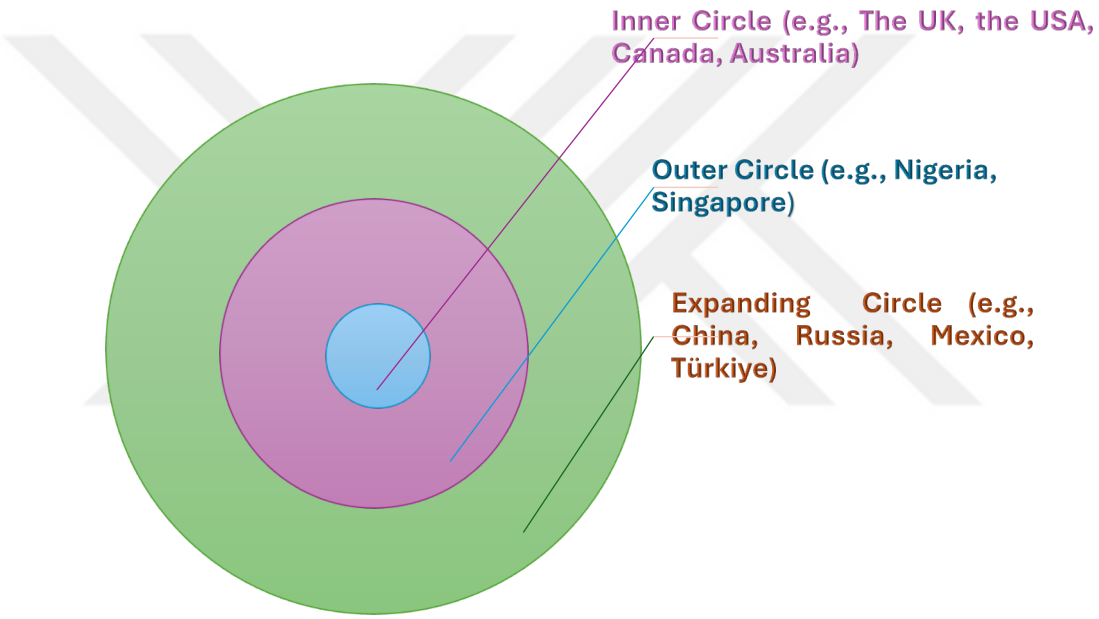


Figure 2.1. *Concentric Circle Model (Adapted from Kachru (1985)*

Kachru's categorisation has spotlighted the diverseness of the English language, that is, "the plurality of Englishes." Despite the resemblance to ENL/ESL/EFL classification, Kachru's concentric circles differ in two respects. Firstly, Kachru's model recognises that a myriad of varieties of English exist in addition to native-speaker varieties, and secondly, it regards them as valid varieties within their contexts and accepts their speakers as native speakers of English (Kirkpatrick, 2007, 2014).

The role of English in the Expanding Circle countries has significantly changed since Kachru's categorisation, and English has become a tool for international communication in the Expanding Circle countries rather than a foreign language only restricted to classroom settings (Kirkpatrick, 2007, 2020). Prompted by the growing role

of English in the Expanding Circle, several scholars began to focus on its implications on English language teaching (Kirkpatrick, 2007), which paved the way for the emergence of new concepts, namely ELF and EIL, after WE emerged. WE can be argued to be the trailblazer because it laid the foundations for the other two concepts. The profound influence of WE on ELF and EIL is confirmed by Jenkins (2018), who notes that WE heavily influenced ELF, particularly in its early phase. Matsuda (2019) remarks that EIL draws on the studies conducted on WEs. What drew ELF scholars and EIL scholars to WE were the critical perspectives developed by WE scholars towards deep-seated notions and practices in ELT as EFL, ESL, and ENL were no longer deemed sufficient enough to address changing linguistic landscapes and sociolinguistic reality of English in the face of the implications of the global spread of English. In a nutshell, these two paradigms were the result of the growing awareness that WE fostered in ELT.

The rise of ELF and EIL as academic research areas coincided, given that both paradigms came into view in the early 2000s. One cannot talk of a clear-cut distinction between the two terms, and EIL can be regarded as an alternative term that can be used interchangeably with ELF. Jenkins (2018) notes that in the early phase of ELF was emerging as a new study of the field; ELF scholars opted to use EIL, a more straightforward expression instead of ELF so as not to cause any misunderstandings as most scholars remained uninformed about what exactly ELF meant. Although EIL is hardly used as a term by ELF scholars today, the two terms are assumed to express the same phenomenon by ELF scholars. Marlina (2018) states that EIL incorporates positions put forward by WE and ELF studies; it acknowledges the diversity and fluidity of English when used in different communicative contexts. Matsuda (2018, 2019) further elaborates on this, stating that they might be named differently, yet EIL, ELF, and Global Englishes all work toward shared goals. Variation in the naming of these concepts only points to the unique historical development of each concept and the distinct scholarly groups affiliated with them. That is, ELF can be associated with a group of scholars, including Jenkins, Cogo, Maurenan, and Seidlhofer. In contrast, EIL can be linked to another group of scholars, such as Matsuda, Marlina, Sharifian, McKay, Alsagoff, Selvi, and Yazan.

It is essential to explain in what respects WE and ELF diverge so as to shed light on the reasons for the need for a new concept, ELF. As Jenkins (2018) states, ELF cannot be fully described without considering its similarities and differences from WE. A considerable number of differences lie between ELF and WE, even though both

paradigms stick to a plurality of English and the adjustable and shifting nature of languages (Cogo, 2012). WE studies are mainly concerned with identifying and depicting indigenized varieties of English used in specific parts of the world, that is, in the Outer Circle. In contrast, ELF remains more ambiguous as regards the settings where it is used and speakers that use it. The reason for the ambiguity is the changeability of ELF contexts involving geographical locations, virtual and temporary settings, and its speakers, including all speakers of English from Expanding, Outer and Inner Circles. D'Angelo (2020) states that WE principally focus on identifying linguistic and pragmatic attributes of newly emerged varieties of English in former colonial states. On the other hand, ELF promotes the role of English as a common language and investigates how speakers of English from different countries and diverse linguistic backgrounds manage to maintain communication successfully. According to Pennycook (2007), nationalism serves as the basis of the WE framework, unlike ELF characterised by its variability.

In short, three interrelated concepts, WE, EIL, and ELF emerged in an effort to address the impact of the spread of English across the world by challenging the norms and standards of native speaker English. Of the three concepts addressing the global expansion of English, this study adopts ELF as its main theoretical framework while borrowing from WEs by incorporating Kachru's concentric circles as part of its data analysis. While there has been controversy over concentric circles, they remain valid for a myriad of reasons. As this present study was conducted within the Turkish context, which is situated in the Expanding Circle, where people learn English to interact with other speakers of English within international contexts, it stands to reason that this study employs an ELF-oriented approach.

2. 2. English as a Lingua Franca

Throughout history, different languages spread across different parts of the world, becoming the preferred contact language among people who did not share the same first language. Each of these languages had their heyday and their decline. However, English remains an exceptional case whose trajectory resembles that of no other languages used as lingua franca. Dewey (2007) notes that English is fundamentally different from other international languages that preceded it when the scale of its global expansion, the cultural inclusiveness in relation to its users, the wide range of domains and purposes involving its use are considered.

Several definitions have been put forward for the concept of ELF in the literature (Jenkins, 2015). Jenkins (2009) defines ELF as the common language preferred by speakers from different linguistic and cultural backgrounds. Seidlhofer (2011) refers to ELF as the use of English often as the only communication tool among people who come from different linguistic backgrounds. Despite the aforementioned meanings that ELF has taken on over time as it evolved as a concept, there exists a lingering misconception among those opposed to ELF: Some critics claim that ELF counts out native speakers of English in its definition (Jenkins, 2015). This misreading mainly stems from the earlier designations of ELF that only applied to users of English who do not speak English as a native language but as a common foreign language with other non-native users of English. (Firth, 1996; House, 1998 as cited in Seidlhofer, 2004). Additionally, it has to do with the fact that some researchers tend to limit the proportion of the participants in their research studies on ELF to obtain more reliable data (Jenkins, 2015).

When it comes to its main tenets, ELF disassociates itself from established paradigms that persist in ELT as regards to teaching and learning English. Regarding this dissociation, Seidlhofer (2001), Jenkins (2006b), and Jenkins et al. (2011) note that ELF does not denote what ENL or EFL refers to, nor it is an interlanguage as mistakenly believed to be by EFL scholars. Jenkins (2006b) describes ELF as a concept that has a third space between the other two concepts. As noted by Jenkins (2006a, 2006b) and Jenkins et al. (2011), from a traditional SLA perspective, the goal of learning English is to acquire a language competence as close as possible to that of a native speaker and to what extent a user of English deviates from the native norms reveals his/her level of deficiency. This argument might apply to any language under the category of Modern Foreign Languages, including English. However, ELF, part of the world Englishes paradigm, should not be evaluated against native speaker benchmarks. Jenkins (2006b) states, "The 'English' in English as a Lingua Franca is substantially different from that in English as a Foreign Language." The difference boils down to the fact that English as a foreign language is learnt so as to communicate with native speakers of English but on the other hand, ELF essentially serves as a global language that enables speakers of English from different L1s to communicate with one another. That is, when English used by non-native speakers differs from ENL norms, the variations are not regarded as evidence of incompetence but as potential characteristics of ELF from the vantage point of ELF, and theories of L1 interference and fossilisation give way to theories of language

contact and evolution with code-switching/code-mixing naturally occurring as part of the "bilingual repertoire" (Jenkins 2006a, 2006b, Jenkins et al., 2011). ELF involves non-native primarily speakers as the primary target interlocutors; therefore, NS norms lose their relevance in ELF interactions due to their minimal effect on improving communication (Jenkins, 2006b).

Despite growing awareness regarding the diversification of uses and users of English worldwide, the role of English as a lingua franca was not explored until recently in research studies **(**Jenkins et al., 2011). It was only in the early 2000s that ELF as a concept came to the fore after Jenkins (2000, 2002) published her research on ELF phonology and Seidlhofer (2001) released an article calling attention to the need to conceptualise the role of English as Lingua Franca. According to Seidlhofer (2001, 2004), at the time the consequences of the global spread of English were being critically disputed, the attempts to conceptualise ELF, in contrast, lagged far behind, which meant in what ways English was being influenced by its global spread was overlooked. Siedlhofer (2004) argued that ELF should turn into a concept as widely known as English as a native language; in contrast, deep-seated perspectives based on a standard native English approach to English teaching remained unchallenged in ELT.

What Jenkins (2015) calls **ELF phase one (ELF 1)** started following the publication of the aforementioned studies, which can be considered to be groundbreaking in terms of their impact in the aftermath. This phase of ELF was marked by ELF scholars' attempts to codify ELF, and at the time, ELF scholars were heavily influenced by WE, given the lack of ELF research that scholars could tap into. Scholars began to address ELF from different aspects such as lexis, lexico-grammar, pronunciation, and pragmatics via data gathered through spoken ELF interactions **(**Jenkins et al., 2011). The most significant studies can be summarised as follows: Jenkins (2000, 2002) investigated ELF phonology based on NNS-NNS interactions. Seidlhofer (2001) undertook a project to compile an ELF-oriented corpus to identify lexical items and grammatical features that emerged in ELF interactions; VOICE (Vienna-Oxford International Corpus of English) was launched. Maurenan (2003) similarly created an ELF-oriented academic corpus, ELFA (English as a Lingua Franca in Academic Settings). The pragmatic features of ELF were investigated by different scholars, including Cogo and Dewey (2006), Maurenan (2006), and Cogo (2009). In addition to these studies, a myriad of large- and small-scale studies were conducted by different scholars, leading to a growing body of ELF literature.

Certain defining features of ELF were identified through these studies. Various findings that could have implications for language teaching were explored: It was found that intelligibility was more important than having a native-like pronunciation in ELF interactions, accommodation and negotiation strategies played a central role in successful intercultural communication, and what would be considered grammatical or lexical errors in language classes caused no problems to successful communication among others (Cogo et al., 2021; Jenkins et al., 2011; Seidlhofer, 2004).

ELF phase 2 (ELF 2) got underway after the realisation that there was an excessive preoccupation with delineating ELF features in ELF research (Jenkins, 2015). Jenkins refers to Seidlhofer as the first one to pinpoint the problem. The focus shifted towards the characteristics of ELF communication from codifications of ELF features. During this phase, ELF started to detach itself from world Englishes conceptually but not ideologically as it became clear that ELF is not a variety that can be associated with any specific languages and any specific geographical locations (Cogo et al., 2021; Jenkins, 2015). Early ELF researchers inspired by research on world Englishes attempted to conceptualise ELF as varieties having their own specific features shared by different ELF users; however, as the more empirical data was gathered, it became evident that the diversity and fluidity of this lingua franca could not be explained with varieties paradigm. Attention shifted to exploring and explaining ELF's fluidity in light of the many functions that it was found to serve (Jenkins, 2017). Therefore, due to these dynamic and variable aspects, ELF is concerned with accommodation strategies that English users resort to in communication as they cannot be tied down to fixed descriptions applicable to various varieties.

Jenkins (2015, 2017) states that ELF should move towards phase 3, namely *English as a Multilingua Franca (EMF)*, and suggests a new framework in which ELF is situated within multilingualism instead of regarding multilingualism as a characteristic of ELF, which is currently the case in ELF 2. She goes on to offer the following description of EMF. According to Jenkins, it refers to the use of English in multilingual communicative contexts in which English remains as one of the alternative languages, not the only option. Cogo (2017) states that a multilingual approach to ELF uncovers what languages other than English come into play in ELF interactions and what kind of communicative functions they tend to fulfil. According to Cogo (2017), lingua franca multilingualism can be explained from two different angles, that is code-switching and

translanguaging. In a similar vein, Ishikawa (2020) notes that EMF is more concerned with the use and impact of multiple languages that come up during ELF discourse instead of solely focusing on the English language.

2. 3. English as Lingua Franca in Coursebooks

As Guerra et al. stress (2022), ELT materials should promote awareness of the implications of the worldwide spread of English and portray English the way that it is used today in international settings in which both native and non-native speakers of English are likely to interact. In that sense, textbooks, as the main teaching materials in many educational contexts, can contribute greatly to learners' awareness of the current role of English as a lingua franca. The significance of textbooks is undeniable in language teaching. As Richards (2001) underlines, they are the major source of input for students and decide how the language is practised in the class. Besides imparting knowledge and skills, they are essential in terms of imparting new perspectives, perceptions, and values on students (Widodo et al., 2022). Given the essential role of the coursebooks in ELT, many studies have been conducted to explore how ELF is represented both in local and international coursebooks. The findings seem to suggest that treatment of ELF remains limited in the majority of the textbooks examined.

In one of the earliest studies concerned with the impact of the role of English as an international language in textbooks, Shin et al. (2011) analysed seven different ELT textbook series widely used in the Asian context from beginner to intermediate levels. The study attempted to ascertain how internationally distributed ELT textbooks attended to cultural aspects in line with the concept of English as an international language and how comprehensively the books portrayed these cultural aspects. The findings obtained from the research, however, manifested that all the books examined were strongly inclined towards representing cultures of Inner Circle countries. In contrast, content regarding the culture of Outer and Expanding Circles remained comparatively lower. As for the depth of representation of EIL-oriented cultural aspects, the depictions of cultural themes at the knowledge level vastly outnumber communication-oriented levels of cultural depictions. As Shin et al. noted, the books failed to contribute to learners' development of intercultural competence.

Yuen (2011) assessed two ESL coursebook series adopted in junior secondary schools in Hong Kong to determine if the coverage of foreign cultures in the books was aligned with the status of English as an international language and to what extent foreign

cultures were covered in the books. The findings revealed that cultures were disproportionately represented in both series. Consistent with the findings of Shin et al. (2011), it was discovered that while English-speaking countries constituted the bulk of the cultural representations in the books, other cultures were overlooked, with Asian and African cultures remaining the least-represented ones. Coverage of foreign culture in the books lacked coherence and depth since cultural aspects depicted in the books were mostly related to popular themes and a tourist's perspective was assumed in the representation of foreign cultures.

Tomlinson and Masuhara (2013) looked into six globally used intermediate level coursebooks developed by British publishers to see if they corresponded to the latest developments in ELT studies. Aiming to assess the efficiency of the books on long-term language acquisition based on comprehensive criteria, the study also reviewed the books in terms of ELF-related aspects involving their contribution to the development of learners' cultural awareness and their representation of ELF. The findings demonstrated that the books were far from adopting an ELF-oriented perspective. The variety of English employed in some of the books examined turned out to be solely British English. The other books, in contrast, represented non-native speakers of English. However, they were still depicted as "middle-class, educated, standard British English" in the interactions in which they were involved. Cultural representations of countries other than that of the UK remained insufficient and superficial; therefore, the authors maintained that the books failed to promote learners' intercultural awareness.

Vettorel and Lopriore (2013) analysed the most recently published and the best-selling books used in high schools in Italy to find out if they reflect an ELF-oriented and WE-oriented approach in the listening and speaking sections of the books. Ten different books at pre-intermediate and intermediate levels were examined in terms of their representation of ELF. Findings of the research revealed that despite occasional references to current pluralistic characteristics of English, the books in question fell short of incorporating the paradigm shift brought by ELF and WE, showing similar results to the research study conducted by Tomlinson and Masuhara (2013). Findings revealed that learners were mostly exposed to NS characters, NS accents, and especially anglophone accents and inner-circle settings in the books. Characters in the book were still predominantly NSs, but when it came to depicting non-native speakers, they tended to be

portrayed as tourists visiting inner-circle countries. The researchers stress that the books should do more to raise learners' intercultural awareness.

Hu and McKay (2014) appraised one of China's most commonly used ELT books based on an analytic scheme specifically developed for the research study. The highest grade level of the international book series**,** *Go for It!*, which was adapted to be used in Chinese junior secondary schools, was scrutinised. Keeping the current position of English as a lingua franca, the hegemony of native speakerism, and cultural goals targeted by English as an international language in view, the study sought to investigate how the books address multilingualism and multiculturalism. A close examination of the findings indicated that tasks and activities aligned with Western teaching methodologies, such as pair/group work activities and listening and speaking skills over other linguistic skills. The themes covered in the book were inconsistent with the sociolinguistic reality of today's English. Topics addressed in the book substantially concerned British-American contexts and people, places, events, and inventions referred to in the book were overwhelmingly British-American or Western ones, thus conforming the findings of earlier research studies by Yuen (2011) and Vettorel and Lopriore (2013). Likewise, the majority of interactions were depicted taking place solely between native speakers of English or between native speakers and Chinese or people from other parts of the world who used English as a foreign language, which reinforced native-speakerism ideology. Cross-cultural communication-related subjects mainly pertained to personal interests and experiences, while learners' culture was less frequently mentioned.

What is more, pragmatic strategies that played a pivotal role in intercultural communication were underrepresented in the book, and they were simply based on British-American pragmatic rules. Multiculturalism was a hugely neglected concept in the book, given the low frequency of mentions of different languages other than English. The place of English in learners' real lives was not sufficiently emphasised in the book; therefore, English would still be perceived as a foreign language learnt to communicate with native speakers. Despite the number of non-native English speakers, the non-existence of any examples of code-switching and the non-existence of other varieties of English in the book also promoted native-speakerism as its main ideology. Overall findings pointed out that the book did not promote multilingualism and multiculturalism as the book was under British-American and Western domination in terms of teaching methodologies, themes, patterns of communication, subjects related to cross-cultural

communication, the introduction of pragmatic strategies, representation of different cultures and different varieties of English, the use of English in students' sociocultural settings.

Caleffi (2016) inspected four intermediate-level recently published international textbooks used to teach upper-secondary school students and adults English in the Italian context. The study attempted to uncover if listening and speaking activities in the selected English textbooks aligned with an ELF perspective. Alternatively, to put it more precisely, the study aimed to investigate if listening activities managed to expose learners to authentic non-native accents and interactions between non-native speakers of English, contextualized and meaningful interactions, and if the speaking activities encourage learners to utilize their existing linguistic resources for communication purposes, to reflect upon intercultural and global themes, to use ELF outside the class within their natural context. The findings attested that the reviewed coursebooks were found wanting in terms of integrating an ELF-oriented approach, indicating similar findings to Vettorel and Lopriore (2013), Tomlinson and Masuhara (2013) even though the role of English as a lingua franca seems to be recognised by the books as asserted in the books' overviews. As for the listening activities, non-native accents were almost non-existent in listening and speaking activities except for one coursebook, and the linguistic model promoted by the books via listening and speaking activities was principally standard British English along with some instances of other native English varieties, a finding emerging in Tomlinson and Masuhara (2013). Hence, learners were not prompted to think about the question of intelligibility and diversity of accents, given the limited coverage of non-native accents. Interactions based on native speaker and non-native speaker patterns, or non-native speaker and non-native speaker patterns, were mostly overlooked in the books, and no accommodation strategies could be observed in the interactions, which lacked authenticity as the context and function of the interactions were not specified. Speaking activities did not encourage learners to benefit from their L1s to achieve communicative goals; they did not tackle global themes, failed to encourage learners to engage with ELF in real-life situations, and did not extend the use of ELF outside the class.

Luo (2017) looked into six internationally published ELT textbooks used to teach general English at the tertiary level in Taiwan in terms of pedagogy and content from an ELF perspective and how teachers approached these books in classrooms. The findings showed that ELF was partially introduced in the books; however, ELF-related themes

were not aligned with learners' experiences and learning contexts. Teachers within the research context eschewed integrating ELF-oriented activities into the textbooks they used in their classes because of their learners' low proficiency levels. However, they recognised the significant role of ELF in spoken communication.

Syrbe and Rose (2018) investigated three advanced-level English textbooks that were highly popular in the German context, where English is increasingly being used as a lingua franca in many job sectors. The research sought to discover to what degree the current status of English as a lingua franca was featured in these books. Analysis of the textbooks presented various findings. To begin with, the characters portrayed in the textbooks were predominantly native speakers. Besides, interactions in the books mostly happened between native speakers of English. Finally, RP, the standard British accent, was presented as the linguistic model, a finding validating Tomlinson and Masuhara's research (2013), and culture was presented statically. Syrbe and Rose (2018) pointed out that traditional ELT perspectives were predominantly reflected in the books, considering the fact that owners of English, target interlocutors, norms and models, and culture represented in the books remained native English-oriented. All in all, similar to the findings of previous research studies (Calefi, 2016; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013), the textbooks can be said to be representative of a more traditional ELT perspective, which depends upon standard native norms and models in exposing learners to English.

Tajeddin and Pakzadian (2020) assessed three extensively used ELT textbooks worldwide within the Iranian context: *Interchange, English Result, and American English File* from an EIL perspective. The researchers attempted to probe into the books to unveil to what degree these books varied from one another regarding their incorporation of cultures of Inner, Outer, and Expanding Circle countries and their incorporation of different varieties of English. Findings revealed differences in the three textbooks concerning the proportion of culture of countries represented from each circle. Inner Circle countries were most frequently mentioned, accounting for 63.1 of the references in *the American English File. English Result*, where Inner Circle-related themes amounted to slightly less than half of the total mentions, was ranked second. Interchange was ranked third in terms of references to Inner Circle cultures. As for the most-represented Inner Circle country, the USA was the most dominant one, followed by Britain, while other Inner Circle countries were only mentioned a couple of times. When

Outer and Expanding Circle countries were concerned, the frequency of references changed in the reverse direction. Non-native accents were analysed in order to identify non-native varieties. *English Result* incorporated most non-native accents, totalling up to 17.50% percent, while the rate is 5.30% in *Interchange* and 8.10% in *American File.*

Asakereh et al. (2019) analysed two locally published ELT coursebook series used in the Iranian context in the first years of junior and senior high school. Three books from each series were examined in terms of the listening and speaking activities based on Caleffi's (2016). Framework. The findings of the study showed that the coursebook series failed to employ an ELF approach to English. The books were unable to expose learners to ELF interactions as there was too much focus on the local interactions happening between Iranian speakers of English.

Nguyen et al. (2020) investigated locally developed ELT books used for secondary schools within the Vietnamese context by adopting the analytic scheme created by Hu and McKay (2014). The overall aim of the research study was to determine to what degree the books were able to train learners as proficient global users of English within the sociolinguistic reality of today's English that requires intercultural communication competence and to determine to what degree the books conformed to an English as an international language-oriented pedagogy. A detailed examination of the books regarding the users of English and target interlocutors showed that the books failed to incorporate the current diversity of uses and users of English who came from a wide range of linguistic and cultural backgrounds; learners instead were prepared to communicate with non-Asian users of English, especially the users from the Western countries through the books. Therefore, unlike previous studies, an awareness of intercultural communication was not sufficiently fostered despite the books' recognition of the relevance of English in the local context. Furthermore, learners were not provided with examples of the accommodation and negotiation strategies that they were likely to require while interacting with English users from multicultural and multilingual backgrounds, confirming the findings of Caleffi's study (2016). Other findings from the research suggest that native speakerism was promoted as the dominant ideology of the book, and in line with the findings of earlier studies (Syrbe & Rose, 2018; Tomlinson & Masuhara, 2013), it was found that British English was introduced as the ideal linguistic model in respect to spelling, grammar, and pronunciation in the book to the exclusion of local and other varieties of English. Lastly, multilingualism was addressed only at a surface level.

The findings underline that an EIL-oriented approach should be embraced when material development is concerned, and favouring multilingualism should be espoused instead of monolingual native speaker models.

Si (2020) evaluated business English coursebooks used in the Chinese context in terms of language ownership, language exposure, language activities, and cultural representations to find out if they were aligned with the ELF paradigm. The research led to a number of findings regarding the aforementioned aspects. Native speakers of English were depicted as the owners of English. The English variety that learners are exposed to in the books is predominantly native-speaker Standard English, a finding frequently mentioned in earlier studies. ELF-oriented activities remained insufficient. Chinese culture was only partially featured in the books. All in all, the examined coursebooks solely featured ELF as a cultural and linguistic construct; they did not attempt to equip learners with critical and profound perspectives regarding the relevance of ELF in the international business context.

Guerra et al. (2020) evaluated coursebooks used for first-year high schools within Portuguese and Turkish contexts, where English is taught as a foreign language. In each context, one coursebook that was internationally produced and one that was locally produced was examined with the aim of ascertaining whether the books were guided by an ELF-aware approach to teaching English and culture. The study investigated cultural and linguistic aspects of ELF by discerning native and non-native English varieties and native and non-native cultures mentioned in the books' oral and written texts and activities. A couple of findings emerged from the analysis of the coursebooks. Consistent with those of earlier research (Calefi, 2016; Nguyen et al., 2020; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013), the findings suggested that the coursebooks were not grounded in an ELF-aware approach as they did not correspond to plurality of today's English as demonstrated by the dominance of British and American English in spelling, vocabulary, grammar and pronunciation and accents in the books.

Unlike most other studies, Kiczkowiak (2021) focused on specific aspects of ELF by investigating pronunciation features covered in six international textbooks to determine to what extent these books incorporated pronunciation features typically observed in ELF interactions. The aforementioned pronunciation features obtained through research conducted on ELF interactions between non-native speakers of English by Jenkins (2000,2002) are referred to as Lingua Franca Core (LFC), in which

intelligibility takes precedence over native-speaker pronunciation. Moreover, this study aimed to investigate why the authors of the books chose to include particular pronunciation features rather than LFC via interviews conducted with them. Findings highlighted that analysed books showed scant interest in informing learners about LFC features, with more focus placed on non-LFC features. In addition, certain pronunciation features were completely ignored, whether they were LFC or non-LFC features covered in the coursebooks. The findings from the interviews seemed to shed light upon the reasons for a limited range of pronunciation features in the books. The findings indicated that authors were not the ones who decided what pronunciation features to incorporate into the coursebooks; publishers and editors were the decision-makers. Another reason was that pronunciation was considered only after the books' grammatical and lexical content was determined.

Keles and Yazan (2020) looked through five different editions of the internationally produced coursebook *New Headway* at elementary levels from an EIL perspective in a Turkish EFL context. Employing a diachronic content analysis, the researchers attempted to identify how the representations of cultures and communities transformed over time through five different editions of the same coursebook. Findings revealed that the books displayed an obvious bias towards representing Inner Circle cultures and communities across all its editions. The first edition mainly featured the UK in terms of culture; however, later editions incorporated other Inner Circle countries, particularly the USA. There was a dominant presence of European cultures over non-European ones about the representation of the Expanding Circle. Non-European Expanding Circle and Outer Circle countries constituted only a tiny proportion of the cultures and communities featured across the five editions. Overall results seemed to suggest that the books did not help learners develop an awareness of global cultures since multiculturality pertaining to the use of English was overlooked, as indicated by the absence of different varieties of English in the book, signalling a recurring finding that emerged in most previous research studies.

Liu et al. (2022) conducted a comprehensive corpus-based analysis of cultural representations in tertiary-level ELT textbooks used in the Chinese context. Based on a corpus created from the 864 reading texts selected from 10 different coursebook series utilised by most universities in China, the study investigated to what extent the books feature world cultures. The findings of the study revealed that American and British

cultures dominated the books, yet other Inner circle cultures, such as Canada, Australia, and New Zealand, received minimal mentions in the books. Representation of Outer Circle Culture remained almost non-existent. Expanding Circle cultures and the local culture (that of China) were inadequately represented. While representations of different cultures varied in percentage depending on the textbook, the overall findings indicated a staggering disproportion in cultural representations. The majority of books in question incorporated Anglo-American cultures within the Inner Circle, overlooking the remaining Inner Circle cultures, Outer Circle cultures, Expanding Circle cultures, and local cultures. Validating those of the earlier research by Hu and McKay (2014) and Nguyen et al. (2020), the findings indicated that the books lacked multiculturality, rendering learners unprepared for possible future intercultural interactions likely to occur in multicultural contexts, which characterises today's English as depicted by EIL or EFL paradigms.

In a recent study, Luo (2023) assessed junior high school ELT textbooks used in the Taiwanese context based on an EFL-oriented perspective. Three locally produced textbook series widely used within Taiwanese high schools were selected; each textbook series comprised six different books. Therefore, 18 textbooks were scrutinised for the study. An in-depth examination of the book series demonstrated that an ELF perspective was only partially adopted in the books. Though several ELF features were highlighted to a certain degree, other ELF features, such as English outside the classroom, an awareness of ELF, and intercultural communication strategies, were rarely illustrated in the books. Unlike earlier studies, which revealed the hegemony of British English in the textbooks, findings demonstrated that the books were heavily dependent on American English as the linguistic model; other varieties of English were represented only at the lexical level in a couple of examples. Nevertheless, the cultures of non-English-speaking people were represented in the series, unlike previous studies that exposed the dominance of English-speaking countries concerning cultural representations. Though this representation remained relatively low, the significance of covering the non-English-speaking cultures seemed to be accepted by the book series. The lack of ELF-oriented content in speaking and listening activities was noted in the books since ELF-related themes were solely introduced through reading-related tasks and activities. However, it should be noted that there were few speaking and discussion activities in the textbooks**.**
In light of the findings of the aforementioned studies, it is evident that the role of English as a lingua franca has not yet been adequately reflected in the textbooks. Thus, it would

not be wrong to claim that the absence of ELF in the textbooks can be compensated by instilling an awareness of ELF in English teachers so that they can critically evaluate the textbooks from an ELF perspective and adapt them when necessary.

2. 4. English as a Lingua Franca and Teacher Awareness

Since teacher agency remains central in bringing novelty into classes, any changes in their perspectives can find resonance with teaching practices. However, as Sifakis (2018) states, ELF research poses difficulties for teachers that have been used to "practising English" based upon a conventional understanding of language teaching that unquestionably endorses the native speaker norms. As stressed by Bayyurt and Sifakis (2015b), changes can occur in ELT pedagogy only after English teachers take these changes into consideration. Thus, it is vital to delve into teachers' perspectives on ELF since an in-depth investigation into their views might pave the way for the integration of ELF into actual classrooms. The number of studies that have examined teachers' viewpoints in connection to the current role of English as a lingua franca has increased in recent years. The findings of these studies show that teachers recognise the importance of gaining awareness of ELF, yet they are not very open to the idea of applying ELF in their classrooms.

Sifakis and Sougari (2005) carried out a research study with more than 400 EFL teachers teaching at elementary and secondary levels in Greek state schools. The study aimed to investigate the views that teachers held concerning accent, pronunciation, spoken communication instruction, and ownership of English. A questionnaire with close-ended and open-ended questions was administered to the participants. The results of the study revealed that Greek EFL teachers' beliefs remained strictly norm-dependent, and they followed NS pronunciation models while teaching pronunciation. Conversely, the participants tended to be less norm-bound in the case of oral communication, as they reported that comprehensibility was more important than a native-like accent in communicative settings. Another finding from the study suggested that the level of teaching had an impact on teachers' views given that elementary school teachers put more emphasis on standard native pronunciation when compared to secondary school teachers.

In a Spanish EFL context, Llurda (2007) probed into Catalan EFL teachers' opinions concerning the dichotomy between English as a lingua franca and explored the variables that caused differences in teachers' views through the administration of a questionnaire. The study was conducted with 101 participants at elementary or secondary

levels in a Spanish city. The overall results of the study indicated that teachers' convictions failed to correspond to the current paradigm shift advocated by ELF contrary to expectations that, as non-native speakers of English, they would be in favour of the role of English as an international language. The participants identified English with the UK, excluding all the other nations in Kachru's circles. It was discovered that teachers' views differed depending on their teaching context and duration of time spent abroad. Whereas primary school teachers seemed to idolise NS teachers, secondary school teachers favour NNS teachers more than NS teachers, a finding echoed in Sifakis and Sougari (2005). Additionally, teachers who stayed abroad longer seemed to be more open to teaching English as an international language.

Suzuki (2010) conducted case study research at a university in Tokyo, Japan. The research was conducted with three pre-service teachers who took a one-semester course called Multicultural Education, which focused on ELF-related issues intending to increase students' awareness. Data was gathered through various instruments including a questionnaire, one-to-one interviews, class observation, analysis of teaching materials, and analysis of students' weekly and final feedback on the course and their final assignments. Interviews and questionnaires conducted with each one of the participants at the beginning of the term revealed that while one participant hardly had any knowledge about the diversity marking today's English, the other two participants had an awareness of varieties of English thanks to social experiences such as going or studying abroad, having foreign friends and educational experiences such as previously taking a course addressing varieties of English, confirming the results in Llurda (2007). It also turned out that the student teachers endorsed the idea of introducing Japanese students to English as an international language with its non-standard varieties. However, the participants remained sceptical about integrating different varieties of English into their future teaching practices, and they all argued that one single correct English, namely British or American English, would be the ideal model to teach to Japanese students. Findings from the study provide some insights into pre-service teachers' views of varieties of English. To begin with, while being introduced to different varieties of English as a part of teacher education is likely to impact teachers' beliefs about English as a lingua franca, any prior knowledge acquired through social or educational experiences is likely to determine the level of impact. It should be stated that participants were reluctant to put non-standard varieties of English on equal footing with British or American English despite their

acknowledgment of the diversity of English. Additionally, student teachers were not very likely to embrace the pluralistic character of English by only engaging in short-term instruction, as in the case of a one-semester course such as Multicultural Education.

Dewey (2012) conducted research with the participants studying MA TESOL or Applied Linguistics at universities in the UK to examine their cognisance of ELF through the administration of a questionnaire with close-ended and open-ended parts and semi-structured interviews**.** Corroborating to those in Suzuki (2010), the findings demonstrated that the participants were well aware of the concept and could elaborate on its specific features. They were in favour of recognition of different varieties of English, but on the other hand, they seemed unclear as regards to the relevance of ELF in their teaching environment.

Kaur (2014) conducted a study with Malaysian pre-service teachers to inspect their attitudes towards NNS and NS accents. The study was carried out with a total of 36 participants who were studying for their final at university. Concepts such as ELF, EIL, NEL, NS, and NNS were already covered in courses that trainees took as part of their undergraduate studies. A questionnaire was utilised as the data collection instrument. It was found that participants adopted more positive attitudes towards NS accents vis-a-vis NNS accents, thus corroborating what Sifakis and Sougari (2005) revealed about Greek EFL teachers' reliance on native speaker pronunciation models earlier. NS accents created positive connotations. In contrast, NNS accents were associated with negative English terms, especially Asian accents. The student teachers placed British English, American English, and Australian English as the best, second-best, and third-best accents, indicating the participants' acceptance of the superiority of native accents over NNS accents. The findings seem to suggest that having prior awareness of ELF and related issues did not have a bearing on the participants' perceptions, a finding contradicting Suzuki (2010), who demonstrated the positive effect of prior exposure on the participants' views. Kaur concluded that pre-service teachers regard NS accents as proper and correct, given the fact that textbooks and materials used in the Malaysian context remain heavily NS English-oriented and reinforce NS English as the norm.

Soruç (2015) conducted a study to look into non-native teachers' practices and views with respect to ELF. A total of 45 non-native teachers from five different countries, including Turkey, China, Italy, Egypt, and Germany, participated in the study. All the participants were from the Expanding Circle countries, which refers to the countries

where English is taught or spoken as a foreign language. A questionnaire was administered to the participants to collect data. The aforementioned questionnaire contained 6 items related to non-standard use of English frequently occurring within ELF interactions. Later, ten of the participants were interviewed to uncover the reasons behind their responses. Findings from the questionnaire and the interview were consistent with one another. Validating Suzuki (2010), the findings revealed that participants regarded native/standard English as the ideal language model to learn and teach. Reasons for this preference were as follows: Participants associate native-like English proficiency with respect, prestige, and better job opportunities, and they argue that having native or native-like English enables them to communicate fluently and deal with stress and anxiety. In contrast, non-standard use of English, namely ELF, is considered to be "incorrect, not proficient, disadvantageous and risky for high-stakes exams." Consistent with the findings in Llurda (2007), the overall findings of the study indicate that the perception of native English models is positive while negative attitudes towards ELF continue.

Incecay and Akyel (2014) explored Turkish EFL instructors' perspectives on ELF in detail. The participants consisted of one hundred EFL instructors working at two different Turkish universities and 10 teacher trainers. A questionnaire with three separate parts was administered to the participants. A semi-structured interview was conducted with ten participant teachers and each of the ten teacher trainers. The results revealed that an overwhelming majority of the participants had little or no prior knowledge of ELF. Regarding standard English, more than half of the participants supported standard English; they were reluctant to introduce ELF into their classes, corroborating Suzuki (2010). Findings show that on the question of the incorporation of culture in teaching English, more than half of the participants showed a preference for representation of Turkish culture together with target culture in English classes. The participants' attitudes towards non-standard use of English varied depending on the language items and language skills in question. Similar to Sifakis and Sougari's study (2005), the participants stated that non-standard use of English could be overlooked in speaking, yet standard English must be used in written English in terms of grammar and vocabulary. Participants reported that they preferred to use a British or American accent. At the same time, findings from the interviews showed that a specific course focusing on ELF was not included in BA, MA, or PhD programmes that the participants had studied. Participants

acknowledged the significance of implementing ELF into teacher education programmes to raise teacher candidates' awareness on ELF-related topics.

In another study focusing on the Turkish context, İnal and Özdemir (2015) researched the views of Turkish ELT academia, pre-service, and in-service teachers regarding ELF and its relevance in the English language teacher education programs. A total of 300 participants took part in the study; they were made up of three groups, with 100 participants each depending on their current job positions. The first group consisted of academic staff, including professors, associate professors, assistant professors, lecturers, and research assistants working at ELT departments of the universities in Turkey. The second group consisted of pre-service English teachers studying at ELT departments, and the third group was comprised of in-service teachers working at primary and secondary schools in Turkey. The main instrument utilised in this study was a questionnaire. The findings of the research indicated that pre-service teachers were much more in favour of ELF when compared to academia and in-service teachers. They tended to have reservations about native-speaker-oriented perspectives in ELT, and they placed more importance on intelligibility in teaching and learning English instead of acquiring native-like accuracy. Furthermore, pre-service teachers wanted courses covering ELF and ELF-oriented matters to be incorporated into ELT programmes. Regarding the perspectives of Turkish academicians in the field of ELT, the findings showed that Turkish academicians adhered to standard English and labelled British or American Standard English as the ideal variety to teach English to non-native learners of English. Consistent with the results obtained by Suzuki (2010) and Soruç (2015), the participants remained dependent on the norms of standard English in learning and teaching English, highlighting the importance of mastering a native-like English proficiency. In terms of the role of ELF in ELT programmes, the Turkish ELT academy believed that ELF should be incorporated into ELT programmes so that teachers would be informed about the diversified nature of English and prompted to take a critical stance towards ingrained teaching practices, consistent with the findings in Incecay and Akyel (2014). In-service teachers stood somewhere between pre-service and academia in terms of their scores; they tended to have positive attitudes towards ELF. However, these positive attitudes were in sharp contrast to their perspectives on the implementation of ELF into ELT programmes, as echoed in Suzuki (2010) and Incecay and Akyel (2014). The researchers

point out that this may have to do with in-service teachers' perceived lack of agency in decision-making as they have curriculum obligations to fulfil within their classrooms.

In another study in the Turkish EFL context, Ceyhan-Bingöl and Özkan (2019) explored EFL instructors' understanding of ELF and issues relevant to ELF and observed the application of ELF-related issues to their teaching practices. A questionnaire was administered to 36 EFL instructors who taught English at a school of foreign languages at a university in Turkey. Six participant instructors volunteered for classroom observations and were all observed once in their classes. All of the instructors whose classes were observed were later interviewed. Overall findings of the study demonstrate that most participants are acquainted with ELF and issues associated with ELF, and they dealt with these issues in their teaching context, unlike the majority of the previous studies where the participants were found to have limited awareness of ELF.

Cogo and Siqueira (2017) looked into both pre-service and in-service teachers' attitudes towards ELF and the factors that influenced their attitudes in the Brazilian context. Pre-service and in-service teachers involved in the study were working in two different teaching contexts. Two focus group interviews were conducted with both teacher groups to collect data. Ten in-service teachers and seven pre-service teachers took part in the interviews. The findings of the study demonstrated that both groups of teachers had favourable attitudes towards ELF; however, they seemed more hesitant when it came to the integration of ELF in ELT, especially in-service teachers, thus reflecting the findings in Suzuki (2010), Incecay and Akyel (2014), İnal and Özdemir (2015). The findings seemed to suggest that past learning experiences played a role in teachers' attitudes towards ELF. Another finding emerging from the study is that differences in the attitudes of pre-service and in-service teachers seem to be connected to their context of work; that is, in-service teachers who worked in private institutions felt pressured to stick to the norms of standard English due to expectations of the school and parents and so on.

Curran and Chern (2017) carried out a study to delve into the attitudes of pre-service English teachers towards ELF. The participants were made up of four different groups of English students: students who either majored or minored in English, graduate students, and interns. None of the participants were informed about world Englishes or English as a Lingua as a part of their teacher training programmes. However, they were in favour of many critical features of an ELF perspective. As for the differences in the attitudes of the four groups, the English minors had the most favourable opinions on an

ELF perspective. The graduate students were found to be more neutral towards ELF in comparison to other participant groups. The English majors and interns seemed to be more supportive of a native-speaker model of English in teaching and learning English. Though the reasons behind these attitudinal differences were explored in the study, the researchers conclude that English minors might have recognised the bigger function of English, having seen it used in their major as well. They stress that teacher training programmes in EFL contexts should incorporate an ELF perspective so that prospective teachers will be ELF-aware and will help their learners communicate successfully within multilingual and multicultural ELF settings.

In a study within the Iranian context, Rahatlou et al. (2018) did research on Iranian English in-service teachers' mindset on ELF by reviewing teachers' perceptions towards several ELF-oriented aspects such as teachers' opinions on their accents, the effect of L1 on accent and identity, non-native speakers' ownership of English and validity of English used by them. The participants were 183 in-service teachers working at private language schools in three different cities in Iran. The findings of the research were obtained through a questionnaire. Following the administration of a questionnaire to all participants, an interview was conducted with ten participants who volunteered to be interviewed. It was found that participants showed varying and ambivalent attitudes towards ELF. Though participants generally opted for the pro-ELF statements in the questionnaire and expressed views in favour of the issues concerning ELF in the interviews, a closer look into the results unravels participants' unwavering tendency towards native English norms. Another study that revealed ambivalent teacher attitudes towards ELF was carried out by Bayyurt et al. (2019), who investigated in-service teachers' opinions about the implementation of ELF into their teaching context. The study involved teachers working in Poland, Portugal, and Turkey. A questionnaire, adapted from a previous study examining the part of culture in English teaching in Expanding Circle countries, was used to collect data for the study. The findings showed that, on the one hand, participants were cognizant of the fact that English learners were obliged to interact with non-native speakers of English and attain intercultural competence, but on the other hand, they still believed that norms of native English should be followed. The findings of the study revealed that although the participant teachers recognised the importance of incorporating an ELF-aware perspective in ELT, they were doubtful about its relevance in their teaching context. The researchers state that, as suggested by the findings of the study, it is of utmost

importance to educate teachers to raise their awareness of ELF and integrate an ELF-aware attitude into their pedagogical practices.

Dewey and Pineda (2020) carried out a study to identify changes in the perceptions of the pre-service and in-service teachers regarding ELF and ELF-related issues after being introduced to theoretical and methodological fundamentals of ELF in two training sessions. A total of 81 participants took part in the study. Participants involved pre-service teachers and in-service teachers who were doing their MA at King's College, London, and the University of Malaga, Spain. The participants had diverse linguistic and professional backgrounds with a wide range of L1s, levels, and teaching experience. An online questionnaire comprising various ELF awareness categories was administered to the participants. Verifying the findings of earlier research conducted by Suzuki (2010), Incecay and Akyel (2014), İnal and Özdemir (2015), Rahatlou et al. (2018), Bayyurt et al. (2019), it was discovered that an ambivalence existed as regards to the role of ELF. Findings also indicated that though they had conflicting and ambiguous opinions about the role of ELF, participant teachers seemed to be well aware of the importance of abandoning traditional perspectives in ELT.

In a more recent study, Jeong et al. (2022) carried out a one-month-long online research project with Spanish and Swedish pre-service primary school teachers to analyse their attitudes as ELF users towards English and some related issues. The participants were comprised of 41 Swedish and 30 Spanish pre-service teachers. During the project, Spanish and Swedish student teachers used English as a lingua franca on the platform eTwinning, an online platform developed for European schools and nearby nations where they were engaged in preparing culture-themed presentations together. Once the project ended, an online survey was sent to the participants. The questionnaire aimed to explore the participants' perceptions of the importance of English, their own English, partner students' English, the effect of international communication on their stance on English and its users, and their thoughts on English as a foreign language and speaking like a native speaker. The findings of the study manifested that both Spanish and Swedish participants had ambivalent perspectives as ELF users. Researchers argue that this ambiguity has to do with the national language policies of Spain and Sweden shaped by the *Common European Framework of Reference for Languages* (CEFR) for English education, in which English is simultaneously defined as a foreign language and as a means of international communication.

Calvet-Terre and Llurda (2023) carried out research centered on Spanish context to discern what ideas and beliefs pre-service teachers had concerning English and its current position as a lingua franca and how specific parameters involving study-abroad experience, exposure to ELF-aware instruction, or year of education shaped these ideas and beliefs. A total of 569 teacher candidates who were pursuing BA, MA, and PhD degrees in 19 different Spanish universities participated in the study. The participants responded to an online questionnaire consisting of Likert-scale questions, which aimed to uncover the participants' inclination towards native English and ELF awareness, and open-ended questions, which aimed to help participants explain their responses to the questionnaire. As for the findings, the study revealed that stays abroad did not directly lead to ELF awareness, which might be peculiar to this specific study, as underlined by the researchers. Besides, the findings manifested that ELF awareness occurred either at an ideological or practical level, depending on the EFL-related variable in question. To illustrate, a pro-native profile concerns the level of ideology as it reflects one's conceptual point of view, and error gravity concerns the level of practice as it is a sign of applying ELF principles in a practical sense. Findings pointed out that ELF awareness formed at the level of ideology did find resonance at the level of practice since the pre-service teachers chose to stick to norms of NS English in their evaluation of non-standard errors, even in the case of intelligible non-standard statements. The study revealed that higher education levels and more course experience about ELF and related content were likely to bring about less pro-native orientation in pre-service teachers. The researchers drew attention to the necessity of implementing ELF-aware education to change teachers' attitudes, which might drive a fundamental change in their teaching practices.

Considering the aforementioned studies, it is encouraging to see that the number of studies that attempt to explore teachers' opinions of ELF has considerably risen. What is more, studies show diversity in terms of research context and the profile of participants by focusing on both in-service and pre-service teachers. The findings of the studies mainly indicate a sense of ambivalence regarding teachers' views on ELF and ELF-related matters. In line with this finding, Calvet-Terre and Llurda (2023) and Bayyurt et al. (2019) emphasise that teachers should be provided with ELF-aware education so that they can reconsider their views regarding ELF and its practical applicability in their educational settings. Given that teacher education has not been extensively studied in the ELF literature, the findings obtained through the research conducted on teachers' perceptions

of ELF seem to showcase the importance of conducting more research on ELF and teacher education.

2. 5. English as a Lingua Franca and Teacher Education

The amount of research carried out on ELF has steadily increased since the early 2000s; nevertheless, research studies that relate the implications of ELF research to teacher education have remained few and far between until recently, despite the expanding ELF literature (Sifakis, 2009; Dewey, 2012). In a similar vein, it is stated that (Bayyurt & Sifakis, 2015b) despite stimulating and informative insights offered by ELF studies, little is known about the pedagogical effects of ELF research since researchers do not focus on how teachers can benefit from ELF studies in their teaching context. Hence, the practices of teachers in natural classroom settings still need to be revised regardless of the diversification and pluralisation of English. Regarding the impact of this disconnect between ELF research and teacher education, Sifakis (2007) notes that deep-seated notions that favour one single variety of English, namely British English or American English, still prevail in language classes despite the conceptualization of ELF as a construct. Likewise, Dogancay-Aktuna and Hardman (2018) assert that how English is taught is still dictated by native varieties of English, and learners are exposed to esteemed varieties, that is, British and American English, as teachers feel hesitant about how to reflect the plurality of English into actual teaching. The reasons why the implications of ELF research on teacher education were researched could be attributed to the attitudes of leading ELF scholars such as Jenkins and Seidlhofer, who approached suggestions for teacher education with caution, as they presumed that more data had to be collected before any such proposals (Sifakis, 2007, 2014; Sifakis & Bayyurt, 2015).

Given the need for integration of ELF into teacher education that could familiarise teachers with ELF-related issues and guide them in their practices, several scholars propounded ELF-informed teacher education frameworks (Bayyurt & Sifakis, 2015; Blair, 2015; Dewey, 2012; Dogancay-Aktuna & Hardman, 2018; Sifakis, 2007; Sifakis, 2014). Sifakis (2007) was one of the earliest names to underline the need for a teacher education model based upon ELF research, and he proposed an ELF-oriented teacher education framework grounded in Mezirow's transformative adult learning model (1976), which he called the transformative teacher education framework. Sifakis (2014) later reshaped his transformative framework by eliminating some of the five phases in the initial phase, changing it into a two-phase process. In the initial phase of the

transformative framework, teachers were expected to get a good command of ELF and comprehend its effect on teaching and learning English by exposing themselves to ELF literature and by gauging their established viewpoints. In the following phase, they had to create an action plan that involved "designing, teaching, and evaluating ELF-aware lessons" for their teaching environment by confronting the established assumptions of learners, parents, and other stakeholders.

Sifakis's ELF-oriented transformative teacher education is founded upon the principle of "a change in teachers' mindsets and their well-established pedagogical practices." That is, through transformative teacher education, the participants are encouraged to deliberate upon ELF-related issues and decide the relevance of ELF within their context for themselves. When teachers change their mindset through critical reflection, they might change their learners' perspectives by applying an ELF perspective to their teaching. It should be noted that even though the participants are provided with a transformative education framework to help them gain awareness of ELF and help them integrate ELF into their teaching, they are not pressured into making decisions in favour of an ELF approach or they are not expected to renounce their existing viewpoints altogether after gaining an ELF perspective (Sifakis, 2007; 2014).

Sifakis and Bayyurt (2015) developed an ELF-aware teacher education framework implementing Sifakis' transformative framework for a research study context and appropriated it by transforming it into a three-phase model involving three phases rooted in theory, application, and evaluation. They renamed the framework as they believed that the term was capable of signifying the autonomy of teachers while making decisions about their teaching contexts instead of dictating them to do what the ELF or WE research seems to suggest**.** Sifakis (2018) summarised three main phases of ELF-aware teacher education as follows:

a) introducing teachers to ELF, WE, and EIL literature and motivating them to contemplate the complexities of the communicative settings in which English is used as a means of communication in the current global world

b) sensitizing teachers to the problems those complexities might create within their teaching environment from a critical and practical perspective

c) engaging teachers in an action plan designed to help them integrate pedagogical concerns uncovered by ELF, WE, and EIL research into their teaching environment if they find them applicable and related

On the other hand, Dewey (2012) and Blair (2015) put forward roadmaps for ELF-oriented teacher education that extend beyond established norms; that is, the integration of an ELF-oriented perspective into actual teaching practices to help teachers move beyond deep-seated norms in ELT. Dewey (2012) suggested a post-normative framework by replacing the methods with norms and models in Kumaravadivelu's postm ethodcondition (1994). By post-normativity, Dewey refers to an approach that will enable teachers to implement innovative but context-appropriate language models in their teaching context. A post-normative approach presents teachers with a framework of choices to help them determine whether/ to what degree/language norms are essential for their teaching contexts. Dewey proposes a set of questions through which teachers can be prompted to critically and comprehensively reflect upon contextual features of their teaching setting. Critical reflection teachers will be able to make informed and sensible choices as to what language norms to adopt within their own teaching context. Blair (2015) devised ELF-oriented pedagogy based on a post-native linguistic model that moves beyond the conventional native and non-native speaker-speaker dichotomy, established notions of proficiency, and traditional methods. The overall aim of the model was to help learners and teachers gain better insights into the diversity and variability of English in line with the lingua franca status of English today. Blair's model prioritises the process rather than the product; that is, Blair maintains that ELF should be integrated into ELT teacher education programmes focusing on the roles of intercultural and pragmatic competence, accommodation strategies, and acceptance of different varieties of English that play in ELF interactions.

Dogancay-Aktuna and Hardman (2012, 2018) put forward a pedagogical action framework called *the Meta-Praxis Model*. The model is based on the premise that the perception of WE, EIL, and ELF-related concepts is shaped by an interplay between a specific learning context, proficiency goals set for learners in that context, and theoretical conceptualisations of language, culture, proficiency, identity, and pedagogy. When applied to specific learners within a specific learning context, these theoretical conceptualizations result in a teacher praxis, that is, teachers engage in a pedagogical action by incorporating theory and practice. Dogancay-Aktuna and Hardman (2018) highlight that teachers play a crucial role in this model, as any changes in classrooms can occur through their agency**.**

2. 6. Empirical Studies on ELF-Informed Teacher Education

ELF-aware frameworks introduced in the previous section have sparked an interest in the empirical studies linking ELF and teacher education. As a result, in recent years, a growing number of research studies have looked into implementing ELF-oriented teacher education in real teaching settings. The research has been carried out both with pre-service and in-service teachers in a wide range of locations (e.g., Bayyurt & Sifakis, 2015a; 2015b; Kemaoğlu-Er & Bayyurt, 2019; Sifakis & Bayyurt, 2015; Vettorel, 2015). Nevertheless, the need for more empirical students can be noticed easily, given the insufficient number of such studies.

Bayyurt and Sifakis (2015a, 2015b) and Sifakis and Bayyurt (2015) conducted a study with a total of 12 in-service teachers from Greece and Turkey. The study involved an ELF-aware teacher education (ELF-TEd) programme designed in a very comprehensive three-step process: theoretical phase, application phase, and evaluation phase. Firstly, the participants were provided with theoretical knowledge regarding ELF and WE-related issues via a wide range of articles and videos. In the second step of the study, some participants developed original ELF-aware lessons while others designed extra activities that could be used alongside their current textbooks. In the final phase, the participants were asked to evaluate their own and the other participants' lessons. The researchers conducted focus group interviews with 11 Turkish participants. Findings from the interviews indicated that participant teachers were able to make a distinction between teaching based on EFL and ELF, and their perspectives towards ELF and WE altered as a result of their exposure to ELF and WE literature. Findings also revealed that teachers changed their attitudes towards error correction and pronunciation teaching after the training. Teachers reported that they got more self-assured and flexible as ELF prioritised intelligibility over the native-like pronunciation, and they did not regard deviations from standard English as mistakes or interlanguage. On the other hand, teachers expressed some problems with the implementation of ELF-aware teaching. It was discovered that schools' policies, especially those of private schools, and parents' fixed mindsets towards NS English remained an obstacle to raising awareness of ELF in actual classrooms.

Vettorel (2015) carried out a research study within the Italian context to analyse the pedagogical effects of the global expansion of English on pre-service teachers. The study concerned two different pre-service teacher education programmes provided for prospective teachers training to teach English in lower and upper secondary schools. A

module, specifically focusing on world Englishes and ELF and their implications for teaching English, was incorporated into both programmes. As a module requirement, the trainees developed WE and EI- and ELF-oriented teaching activities together which they later shared on an online learning platform, and they were assigned a final report in the form of a lesson plan or a project to hand in at the end of the module. Data were gathered through the questionnaires and the trainees' reflections on the online platform, interviews, and final reports required for the module. The findings indicated that the module successfully addressed WE-and ELF-related issues and it managed to familiarise pre-service teachers with the ELF- and WE-related issues, corroborating the findings that show a change in the participants' views towards ELF in Sifakis and Bayyurt (2015). Another finding from the research showed that the participants were encouraged to think over ideas and assumptions they used to have concerning the WE-and ELF-informed approach. Participants noted that having participated in the module, they gained awareness of different varieties of English and cultural differences, and they appreciated the effect of intelligibility and communication strategies on successful communication. In addition, their growing awareness prompted teachers to raise critical perspectives towards ELT materials and to develop WE- and ELF-informed activities for their classes.

Of the studies carried out with pre-service teachers within Turkish educational settings, Kemaloğlu-Er and Bayyurt (2019) carried out a research study concerned with the integration of ELF in explicit and implicit ways in English classes with ten pre-service teachers who were studying foreign language education in an English-medium Turkish university. When ELF was explicitly integrated into lessons, learners were directly taught and informed of ELF-related concepts through selected videos, readings, and discussions used in ELF-aware education. On the other hand, when ELF was implicitly integrated into lessons, learners were introduced to the ELF construct without any direct mention or explanation of ELF-related issues. The student teachers were introduced to ELF-aware education, which involved three consecutive phases: a theoretical phase, an application phase, and an evaluation phase. Given that the participants were student teachers who did not have a chance to implement ELF-aware lessons in a real teaching context, they either micro-taught their lessons to their colleagues/peers or carried out ELF-oriented lessons while practising teaching during their practicum courses at the K-12 schools. Pre-service teachers opting for microteaching generally integrated ELF explicitly into their classes. At the same time, those teaching in schools as a part of the practicum adopted an implicit

approach to ELF in their classes. The former teachers' choice had to do with the practicality of the explicit ELF instruction as a way to introduce ELF. The latter ones' choice for the implicit integration was shaped by the expectations of stakeholders such as students, parents, and school managers who put norms of English as a native language on a pedestal. The study did not seek to investigate how explicit and implicit implementations affected learners. Kemaloğlu-Er and Bayyurt (2019) unearthed a number of similarities and differences between both methods of implementation, yet they also stressed that both methods enabled learners to increase students' awareness of ELF, a finding in line with previous research (Sifakis & Bayyurt, 2015; Vettorel, 2015) and the successful implementation of ELF-aware lessons depended upon teachers' motivation/willingness and careful consideration of their teaching contexts.

In a subsequent study within the Turkish context, Biricik-Deniz et al. (2020) conducted a study, which dealt with the application of ELF-aware pedagogical approach in pre-service teacher education and the effects of such an approach on pre-service teachers' understanding of ELF with 26 pre-service teachers. An elective course named 'Globalisation in ELT' was designed to introduce pre-service teachers to the concept of ELF with the aim of encouraging pre-service teachers to contemplate ingrained practices and methods in ELT and to shift their perspectives on ELF and ELF-related issues. To collect data from the participants, an open-ended questionnaire was administered to the participants at the beginning and the end of the term, and semi-structured interviews were conducted at the beginning and the end of the term. The participants were assigned weekly course materials before each class, and they wrote weekly journal entries through which they answered follow-up questions concerning the weekly assigned materials. Additionally, following the end of the course, they wrote a reflection report through which they gauged the effectiveness of the whole course on their growth as ELF-aware teacher candidates. As for the findings of the study, pre-course results reveal that participants had wrong notions about the ELF paradigm, and they were only familiar with ELF in broad terms without any knowledge about its specifics. Showing similar results to Sifakis and Bayyurt (2015), post-course results demonstrated that the participants were able to elaborate on the ELF concept by specifying its features**.** The views participants expressed inclined towards four main domains: linguistics, culture, attitude, and language pedagogy. Four themes emerged under the linguistic domain. Supporting the findings in Sifakis and Bayyurt (2015) and Vettorel (2015) and it was found that participants underlined the role

of intelligibility in communication instead of adhering to norms of native English. Additionally, they emphasised the diversity and variability characterising ELF that allows users of English to reflect their own identities, cultures, and languages. Moreover, they pointed out the benefit of code-switching as an accommodation strategy in ELF contexts and the necessity of a brand-new instruction strategy that is not determined by native speaker norms to facilitate effective ELF communication. Concerning culture, interculturality and multiculturality were highlighted by participants. They noted that one's own culture and other cultures should be integrated for successful communication in the context of ELF, and multiculturality should be reflected in EFL-aware materials. In terms of attitude, participants expressed an increase in their self-confidence and motivation as a result of recognition of their own agency in shaping English as NNESs of the language, confirming the positive effect of ELF-awareness on the participants' self-assurance in Sifakis and Bayyurt (2015). Besides, they changed their perception of language ownership, realising that English also belongs to NNESs. Participants related ELF to humanism and constructivism in terms of the language pedagogy it embodies. That is, participants reported that ELF-aware pedagogy underpins respect for the cultural and linguistic backgrounds of English speakers, and it helps pre-service teachers opt for more culturally sensitive materials to use in their classes, which signifies a humanitarian approach within the ELF paradigm. In addition, they noted that the ELF-aware approach promotes individuality in language use and learning styles, which signifies constructivism.

In another study conducted with in-service teachers, Sifakis et al. (2020) conducted a research study in a teaching context where learners prepared for important exams. The EFL teachers implemented ELF-aware interventions in their classes where learners were preparing for high-stakes exams. While one participant was working in the private sector, the other participant was working in a state school. The aforementioned teachers were instructed about principles of ELF-aware pedagogy involving awareness of language and language use, awareness of instructional practice, and awareness of learning. Later, they were asked to design EFL-aware lessons for their students that were in line with the principles of ELF-aware pedagogy. Both teachers slightly adapted listening and speaking tasks in the current coursebooks that they were using and developed new ones conforming to the content of their coursebooks. They also posed the students metalinguistic questions related to the tasks. Each lesson was recorded, and at

the end of class, teachers held a discussion with their students regarding the efficacy of ELF-aware interventions. After the teachers had developed lessons, interviews were conducted with both to investigate their take on "designing the ELF-aware activities, implementing them in their actual teaching, and evaluating their impact on their learners '. The findings of the research demonstrated that both the teachers and the learners displayed positive attitudes towards ELF-aware lessons even in high-stakes exam prep contexts. On the part of students, exposure to authentic ELF scenarios, and communication without minimal error correction in the class positively affected students' views on ELF-aware interventions. Findings also indicated that students' identity as ELF users and owners of English could be reinforced via such studies, which could have a positive effect on their listening and speaking performance in high-stakes exams. It was discovered that designing metalinguistic activities and avoiding error correction was achievable as long as teachers were willing to employ ELF-aware activities, which confirmed the finding by Kemaoğlu-Er and Bayyurt (2019) about the effect teachers' willingness on the successful application of ELF-aware activities.

In another study conducted with pre-service teachers within the Turkish context, Soruç and Griffiths (2021) carried out a qualitative study with 24 Turkish pre-service teachers majoring in ELT. An elective course called "Varieties of English" was designed to raise teacher candidates' perceptions of ELF within the Turkish context. In addition to the course syllabus, a pack including 14 ELF-oriented articles selected by two academicians actively engaged in ELF studies was created before the term. Each week, one of 14 ELF-related articles was presented by two participants who were also expected to bring ELF-related materials from textbooks or design their ELF-oriented materials if possible. A whole-class discussion that lasted for an hour followed the presentations each week. Later, the presenters wrote a reflective journal regarding the article they presented and the discussion they had with the other participants in class. A focus group interview was conducted with the presenters. At the end of the term, students had a whole-class debate in two groups, with one group being against the application of ELF into language teaching and the other group being in favour of the integration of ELF in the teaching practices. When the course ended, an open-ended questionnaire with three questions was given to the participants in order to investigate their ideas about ELF and the qualities of ELF-aware teachers. Findings from the research revealed that in the eyes of the participants, ELF-aware teachers tend to be realistic and give importance to intelligibility

and they represent qualities such as open-mindedness, tolerance, less preoccupation with error correction, and awareness of the learning process. That is, ELF-aware teachers acknowledge the linguistic and cultural identity of learners of English and present students with a choice instead of dictating them standard native English or native speaker norms. On the other hand, findings revealed that some participants still believe that standard English and standard rules should be followed to facilitate communication and achieve academic goals. Overall results seem to indicate that pre-service teacher education has yielded positive outcomes in raising teachers' awareness of ELF, giving support to the findings of the previous research (Biricik-Deniz et al., 2020; Sifakis & Bayyurt, 2015; Sifakis et al., 2020; Vettorel, 2015).

Overall, there has been a considerable increase in the empirical and theoretical studies investigating the implications of ELF on teacher education and teaching practices. Still, more research is needed both within the Turkish and international context to equip English teachers with ELF awareness so that they can gain better insights into ELF and come up with ways to integrate ELF into their teaching settings in a way that accurately reflects the current sociolinguistic features of the English language.

3. METHODOLOGY

This chapter aims to introduce the research design employed in this present study, the participants and setting involved, the content of the ELF-oriented teacher training programme designed for the research context and its procedure, the data collection instruments and tools utilised in the study, the data collection procedure adopted, and data analysis of the study.

3. 1. Research Design

This study aimed to scrutinise the representation of ELF in English coursebooks used in a higher education context in Türkiye, Turkish EFL instructors' awareness of ELF, and their views on integrating ELF-oriented activities in their teaching context after receiving a five-week ELF-oriented teacher training programme. This study employed an explanatory sequential mixed method design based on the implementation of both quantitative and qualitative data collection instruments to seek answers to the aforementioned research questions. Creswell and Clark (2018) remark that the explanatory sequential mixed method is a two-phase research design in which the quantitative data collection and analysis precede the collection and analysis of the qualitative data. The second phase of the research, which aims to collect qualitative data, is developed and implemented in line with the results of the study's first phase to clarify further the results obtained in the quantitative phase. In the first phase of this present research study, a comprehensive quantitative content analysis of the textbooks was conducted to identify how the books used within the research context reflect ELF. Subsequently, a questionnaire was administered to the participants in order to examine their awareness of ELF. In other words, ELF was quantitatively investigated and analysed from two different angles: teaching materials and teachers' cognisance of ELF in the first phase of the study. Following the quantitative data collection and analysis phase, an ELF-oriented teacher training programme was designed for the research context based on the findings collected from the quantitative phase to seek an answer to the third research question. Qualitative data was collected from the participants via reflective journals and semi-structured interviews during and after the ELF-oriented teacher training so that an in-depth analysis would be conducted with regard to Turkish EFL instructors' views on the relevance of adopting ELF-oriented activities in their teaching context.

Creswell and Clark (2018) describe explanatory sequential as one of the three core mixed method designs with exploratory sequential and convergent designs. They note that when applications such as experiments and interventions are combined into a core research design, it can turn into a complex design, which applies to the present study, given that a five-week-long ELF-oriented training programme was conducted as a part of this research study. The research design implemented in the current study is displayed in the following figure.

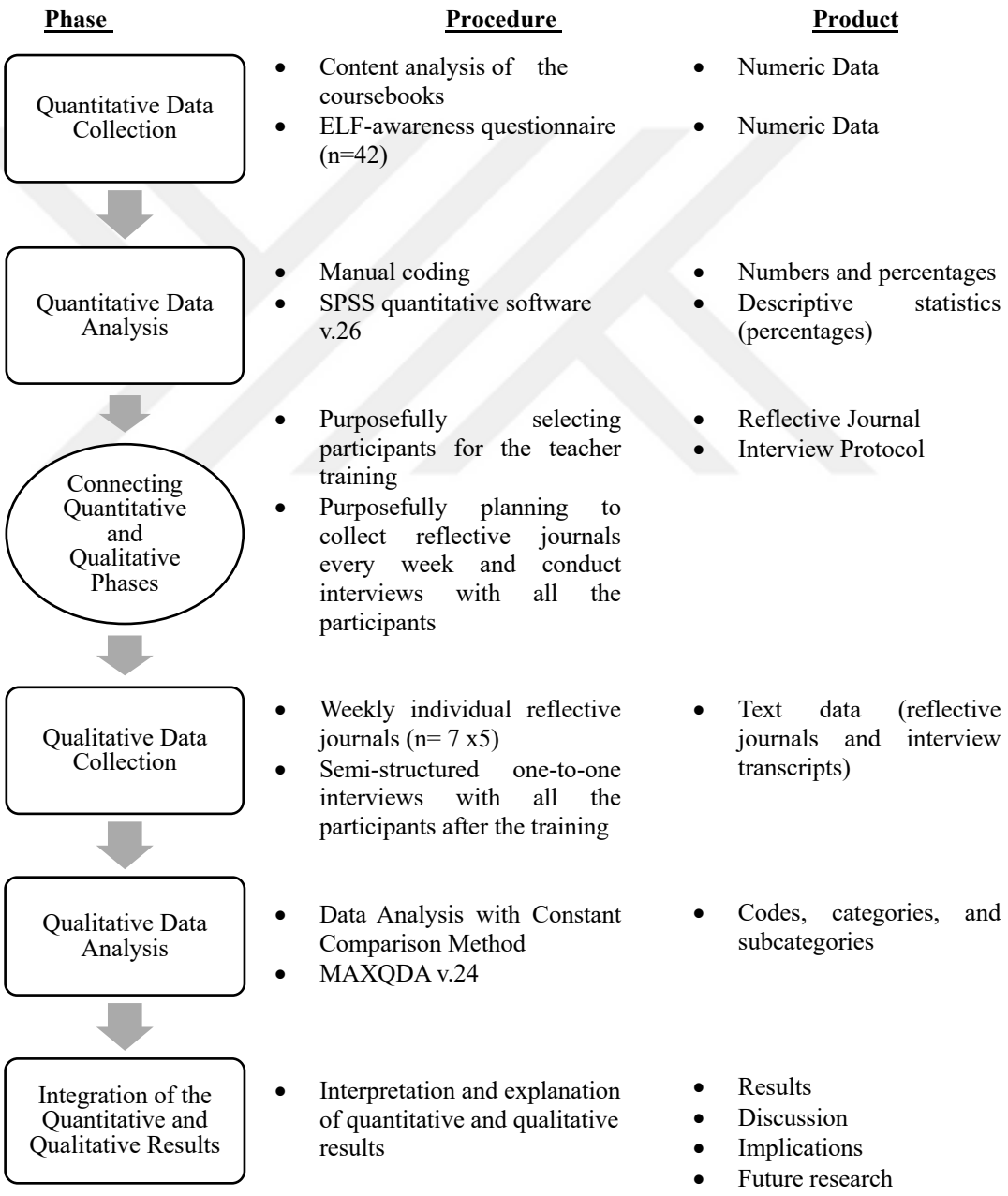


Figure 3.1. *Visual model for the present research study (adapted from Ivankova, Creswell & Stick, 2006)*

3. 2. Setting & Participants

3. 2. 1. Setting

The research was conducted at the School of Foreign Languages, Kocaeli University, Turkey, in the fall semester of 2023-2024. The school provides a preparatory English programme for the students from various academic departments. Before the start of every academic year, students take the English proficiency exam, which is also used as the placement test. The proficiency exam developed by the testing unit of the school aims to place the students into three specific levels, A1, A2, and B1. Those who obtain a minimum score of 65 on the exam can start taking courses in their departments. In contrast, those who fail to get the passing score are enrolled in the preparatory school for one academic year to study English. Students are required to successfully complete the B1 level to take the spring proficiency exam, as B1 is the proficiency level that students are required to succeed in departmental classes in which English is the medium of instruction. Otherwise, they are declared unsuccessful.

The school provides students with 25 hours of English each week, and five hours of weekly class time is reserved for online classes. The main teaching material currently used within the research context is the coursebook series, *High Note* except for the beginner level classes where *The New Headway Starter* is used. The reason for adopting a different book in starter-level classes is that the *High Note* series does not publish A1-level books. Class hours are entirely reserved for books at the A2 level, and books are supported by three hours of writing classes at B1 and $B1^{+}$ levels. In that sense, the coursebooks are pivotal in the research context.

3. 2. 2. Participants

The study was conducted with Turkish EFL instructors at Preparatory School of Kocaeli University who participated in two different phases of this present study aimed to collect quantitative and qualitative data. The participants were selected based on a convenience sampling strategy due to their availability and willingness to be a part of the research study (Creswell, 2012). In the first phase of the study, which aimed to investigate Turkish EFL instructors' familiarity with ELF via the English as a lingua franca awareness questionnaire designed by Bayyurt et al. (2019), a total of 42 participants who were

available at the time of the research study volunteered to participate in the first phase. When approached by the researcher earlier, the participants who agreed to participate in this first phase of the study signed a consent form (see Appendix A) before they were administered the questionnaire.

Of the 42 participants, 37 were female, while the remaining five were male. Participants' ages ranged from 33 to 58, and the participants had different teaching experiences, changing from 10 to more than 21 years. The participants were either graduates of ELT departments or other departments related to English studies other than English Language Teaching (ELT), such as English Language and Literature, Translation and Interpreting Studies, and Linguistics. Sixteen of the participants were master's graduates, having obtained their degrees in various academic fields (e.g., English Language Teaching, Curriculum and Instruction, International Relations) while one other was a master candidate pursuing a degree in Philosophy. Four participants were either PHD holders or PHD candidates who were continuing their studies at the time of the study in various fields (e.g., Curriculum and Instruction, Communication Science and Media Studies, and Political Sciences). All the participants were qualified as English language instructors to work at the School of Foreign Languages. Demographic information about the participants who took part in the first phase of the study is presented in the following table.

Table 3.1. *The profile of the participants*

Gender	**n**	**Teaching Experience**	**n**	**Educational Background**	**N**
Female	5	1-10	3	BA	21
Male	37	11-20	21	MA	17
		21+	18	PHD	4

In the second phase of the study that aimed to gather qualitative data, participants were also selected based on convenience sampling. Initially, nine participants agreed to get enrolled in the ELF-oriented teacher training which was designed to inform Turkish EFL instructors about ELF and prompt them to apply ELF-oriented activities in their classes over a course of five weeks. Later, two of the participants later had to drop out of the study due to their tight schedules, and data collected from these two participants was excluded from the study. Thus, a total of seven participants were involved in the training sessions. The participants who agreed to take part in the ELF-oriented teacher training

sessions all signed a consent form to guarantee their voluntary and anonymous participation (see Appendix B). They were informed about the training sessions by the researcher; they were assured that their identities would be kept anonymous, and they could withdraw from the research study any time they wanted. The participants who took part in the training were all female, and their teaching experience varied from ten years to twenty-three years. While four of the participants were English Language Teaching graduates, two of the participants studied English Language Literature, and another one studied Linguistics. Of the seven participants, one was continuing her master's in philosophy at the time of this present research study, and two had master's degrees in two different fields: Curriculum and Instruction and ELT. Additionally, all EFL instructors who participated in training sessions were highly experienced in different units, such as testing and curriculum design within the research context. Information about the participants enrolled in the ELF-oriented teacher training sessions is illustrated in the following table.

Table 3.2. *The profile of the participants in the training sessions*

	Gender	**Educational Background**	**Years of Experience**
T1	F	MA in Curriculum & Instruction	14
T2	F	BA in Linguistics	19
T3	F	MA in Philosophy	11
T4	F	BA in English Literature	20
T5	F	BA in ELT	10
T6	F	MA in ELT	23
T7	F	BA in ELT	21

All the EFL instructors teaching English at Kocaeli University's Preparatory School are Turkish native speakers and considered non-native speakers of English (NNES). In the world, NNES teachers are reported to outnumber native speakers of English (NES) teachers (Canagarajah, 1999). The shift from native-speakerism norms in ELT also applies to the identity of the English language teachers. As representatives of Expanding Circle and educators of learners of English in a specific Expanding Circle country, Turkish EFL teachers' responses might give insights into whether Expanding Circle countries like Türkiye are aware that they are also owners of English and have a say in shaping English.

3. 3. ELF-Oriented Teacher Training Programme

Given the need for familiarising teachers with ELF as highlighted in the ELF-related research studies in order to bring about changes in teachers' and learners' perspectives and actual classroom practices (e.g., Bayyurt & Sifakis, 2015a; 2015b, Sifakis & Bayyurt, 2015; Vettorel, 2015; Widdowson, 2012), a five-week long ELF-oriented teacher training programme was conducted with seven participants who volunteered to take part in the training sessions in this present study. The training programme was designed and developed by the researcher based on the relevant research conducted on ELF and ELF- oriented teacher education. The training was mainly inspired by ELF-aware in-service teacher training programme proposed by Sifakis and Bayyurt (2015). Sifakis and Bayyurt (2015) note that ELF-aware teacher education might range from expansive pre-service teacher courses to small-scale in-service teacher training sessions. What ELF-aware teacher education aims is to present teachers with arguments put forward by ELF research by exposing them to relevant literature and encourage them to draw their own conclusions from these arguments for their own teaching environment, plan ELF-informed lessons or separate activities and integrate the lessons or the activities into their teaching and gauge the effectivity of these lessons and activities. Throughout the process, teachers are expected to engage in continuous reflective thinking by giving them the liberty to form their own opinions about ELF and its effect on their teaching context. The framework was only partly adapted since it was not possible to adopt the whole procedure in this current study due to constraints stemming from relatively short duration of the teacher training conducted in the study and the participant instructors' busy schedules.

The five-week-long ELF-oriented in-service teacher training programme in this current study followed a procedure comprised of three main phases: i) exposure of the participants to selected articles and videos prior to weekly sessions and theoretical overview of ELF-related issues in which the participants were introduced to the theory of ELF in more detail during weekly sessions depending on the main focus of the week (e.g., grammar, vocabulary, pragmatics...); ii) exposure of the participants to the practical application of ELF through sample tasks developed or adapted by the researcher in line with the main focus of the weekly sessions and tasks directly taken from the coursebook *New Language Leader Elementary Student Book* (Lebeau & Rees); iii) evaluation phase in which the participants were asked to evaluate sample tasks which they were exposed

to by taking what they learnt through the videos and articles they were assigned to watch and read before weekly sessions and what they learnt during the sessions into consideration. In passing, it should be noted that in addition to activities designed or adapted by the researcher, the reason the participants were shown activities selected from *The New Language Leader Elementary* (Lebeau & Rees) was the participants' familiarity with the book as it was one of the coursebook series previously used at Kocaeli University School of Foreign Languages, and all the participants were teaching at the elementary level at the time of the teacher training sessions. Another reason was to provide participants an opportunity to evaluate teaching materials, namely coursebooks. One expert with deep knowledge of ELF and two other experts in the field of ELT were consulted to ensure the reliability of the ELF-oriented in-service teacher training programme. According to the experts' opinions, necessary revisions were made, and the programme was finalised.

A Google Drive file that would give participants access to weekly articles and videos selected for the training programme was created before the start of the ELF-oriented teacher training programme and the link was shared with the participants. A few days before each week's session, the researcher uploaded assigned readings and videos on the file so that participant instructors would gain sufficient background knowledge about the topics covered during the presentation sessions and increase their awareness of ELF. The weekly articles and videos assigned to the participants constituted an essential component of the ELF-oriented teacher training to introduce them to ELF literature (Sifakis & Bayyurt, 2015). Some additional videos and articles were shared along with the ones that the participants were assigned to. Printed handouts of each week's sample tasks were handed out to all the participants by the researcher in the previous week before each week's training sessions. Each week's sample tasks with their answer keys were also uploaded on Google Drive when each week's ELF-oriented sessions ended. Furthermore, a WhatsApp group was created to manage the information flow between the researcher and the participants regarding weekly training sessions and materials used in the sessions. Before each session, the meeting link was sent to the participants on the WhatsApp group.

The weekly training sessions lasted approximately one and a half hours, each one of the sessions focused on different aspects of ELF based on theoretical and empirical studies carried out on ELF. Sessions were conducted online via Microsoft Teams from 7 p.m. to 8:30 p.m. on Mondays for five consecutive weeks following the orientation week.

Each session was recorded for research purposes within the participants' knowledge. The time and day of training sessions were arranged in line with the availability of the participants and the researcher.

3. 3. 1. The Procedure of ELF-Oriented Teacher Training Programme

ELF-oriented in-service teacher training lasted five weeks, and an additional orientation week was also included. Before the start of the training sessions, the participants who agreed to participate signed a consent form (see Appendix B) to confirm their voluntary participation. The training started with the orientation week, during which the participant instructors were informed in detail about the ELF-oriented teacher training sessions they would receive. The overall scope of each session is outlined in Table 3.3.

Table 3. 3. *Teacher Training Programme Procedure*

Session	Scope
Orientation Session	The Content of the Teacher Training Sessions Objectives of Teacher Training Sessions
Training Session I	An Introduction to ELF Weekly Reflection Journal 1
Training Session II	Features of ELF related to Phonology Weekly Reflection Journal 2
Training Session III	ELF Lexico-Grammar Weekly Reflection Journal 3
Training Session IV	ELF Pragmatics Weekly Reflection Journal 4
Training Session V	Wrap-up of Key ELF-Related Issues Discussion on the training sessions

As previously stated, all the teacher training sessions followed a similar procedure: a theoretical overview of ELF-related issues concerning the feature chosen for the session (e.g., phonology, lexico-grammar) and practical application of ELF through sample tasks (see Appendix C) designed or adapted by the researcher and taken from *the New Language Leader Elementary* (Lebeau & Rees) and evaluation of sample tasks shown during the sessions.

The first weekly session of the ELF-oriented online teacher training programme was based on the procedure mentioned above. The **first session** aimed to introduce the participants to the concept of ELF in order to raise their understanding and awareness about it. The session started with a discussion of the articles and videos assigned to the

participants before the online training session. The assigned materials of the first week dealt with various topics such as the global spread of English and its impact, the ideology of native speakerism in teaching and assessing English, and language ownership, and the participants were asked to share their opinions on the issues covered in the articles and videos. After the discussion, the first week's training session began with the theory of ELF. ELF's main arguments and goals were explained, and potential implications on English language teaching were addressed. Later, the focus of the training session switched to the practical side of ELF, during which numerous sample tasks that the participants could use or adapt in their classes to raise their students' awareness of ELF were presented. In the evaluation phase ensuing theoretical and practical phases, the instructors were prompted to think about and evaluate the tasks designed by the researcher and taken from the *New Language Leader Elementary* (Lebeau & Rees). At the end of the session, the instructors were asked to integrate what they learned during the first week's session into their classrooms by adapting/using sample tasks presented during the training session or designing activities based on their syllabus if they wanted to. They were asked to reflect on the application of ELF-oriented activities in their classes by answering a number of questions in the week's reflective journal after they implemented these tasks in their classes. They were assured that the researcher would always be available to help if they had problems conducting ELF-oriented activities. Finally, they were informed about the second week's assignments.

The following three weeks' sessions followed the same procedure adopted in the first week of the training. The **second session** of ELF-oriented online teacher training focused on phonology, informing English instructors of the phonological features of ELF based on findings obtained from empirical studies. The **third session** of online teacher training sessions sought to illuminate the lexico-grammar features of English as a Lingua Franca based on findings obtained from ELF-focused corpus studies. The **fourth session** was concerned with ELF pragmatics. At the beginning of the training sessions on these particular weeks, a short discussion was held with the participants about the assigned articles and the videos, and they were encouraged to share their opinions about the issues raised in the articles and videos. After brief discussions with the participants, the theoretical parts of the sessions got underway. In the second week, the participants were informed about the phonological properties of ELF and the implications of these findings on English language teaching through the results of the studies conducted on ELF

phonology; in the third week, the participants were introduced to the potential lexico-grammar features of ELF gathered from ELF-based corpus studies. The fourth week's session provided participants insight into L2 pragmatics based on the studies conducted on ELF pragmatics and their implications in English language teaching. After introducing theoretical aspects of ELF phonology, lexico-grammar, and pragmatics, the participants were exposed to several sample tasks that would raise their students' awareness of ELF concerning these linguistic aspects. Tasks designed or adapted by the researcher and taken from *the New Language Leader Elementary* (Lebeau & Rees) were demonstrated, and the participants were asked to think about and evaluate the tasks. At the end of the sessions, the researcher asked the instructors to put what they learned during weekly sessions into practice by designing new activities or adapting or at least using the sample tasks presented during the training session and give feedback on using ELF-oriented activities in their classes by answering several questions in weekly reflective journals. They were reminded that the researcher would always be there to help if the participants needed her help and guidance. Finally, the following week's assignments were announced.

The final session of the five-week online ELF-oriented teacher training sessions touched upon topics that were previously not covered. The topics the fifth week's session dealt with were the main differences between English as a Foreign Language (EFL) and English as a Lingua Franca (ELF), criticism towards ELF, and limitations of ELF research. The purpose of the wrap-up week was to inform instructors about ELF's shortcomings or controversial aspects. At the end of the presentation session, the instructors were asked to share their thoughts on ELF-oriented pedagogy and give brief feedback on what they had received over the five weeks. They were reminded about the semi-structured interviews that would be conducted with them in the following week. Figure 3.2. displays sample tasks taken from the third and fourth week of the training sessions.



Figure 3.2. *Sample tasks from the training sessions*

When the ELF-oriented teacher training ended, the participants were called for semi-structured one-to-one interviews. Only some participants were available for the interviews on the same date; therefore, two different dates were set. Firstly, the researcher conducted semi-structured one-to-one interviews with three of the participants who stated that they would be available on that particular date, and a few days later, the researcher interviewed the other four participants.

3. 4. Data Collection Instruments

This study implemented various data collection instruments to arrive at the answers to three research questions that it was concerned with. To answer the first research question, the representation of ELF in the textbooks adopted in the study context was comprehensively explored via a framework adapted from Hu and McKay's (2014), Analytic Scheme, Yuen's (2011) 4Ps, and Kachru's (1985) Concentric Circles. For the second research question, to probe into Turkish EFL instructors' familiarity with ELF, the ELF-awareness questionnaire developed by Bayyurt et al. (2019) was administered to the participants (n=42). In accordance with the findings of the first two research questions, an ELF-oriented teacher training programme was implemented for the specific context of this present study to investigate the participants' (n=7) perspectives on applying ELF-oriented activities in their context and to further investigate the findings obtained via the analysis of the coursebooks and questionnaire. To that end, weekly reflective journals were adopted to collect data from seven participants who were enrolled in ELF-oriented teacher training programme, and one-to-one semi-structured interviews were carried out with all of the seven participants at the end of the training. In short, both quantitative and qualitative data collection instruments were utilised in this present study to obtain data about the three research questions that were raised. The data about the first and the second research questions were acquired through quantitative instruments while data related to the third research question were gathered via quantitative data collection instruments.

Expert opinion was solicited for all the data collection instruments employed in the study to confirm their applicability and reliability. An expert, a PHD candidate in ELT gave feedback on the course analysis framework adapted for the research study. A group of experts provided feedback on each one of the remaining data collection instruments including reflective journals and semi-structured interviews, and necessary adjustments

were made to finalise them. Table 3.4. demonstrates the research questions of the study and related data collection instruments.

Table 3.4. *Research Questions and Data Collection Instruments*

Research Questions	Instruments
R1: How do English ELT textbooks in a Turkish higher education context represent English as a lingua franca?	Book analysis framework based on • Hu & McKay's Analytic Scheme • Yuen's "4Ps" Kachru's Concentric Circles
R2: What is Turkish EFL instructors' awareness of English as a lingua franca?	• EFL-Awareness Questionnaire (n=42)
R3: What are Turkish EFL instructors' opinions on implementing an ELF-oriented approach in their teaching context?	• Reflective journals (n=7) • Semi-structured interviews (n=7)

3. 4. 1. Textbook Analysis Framework

A textbook analysis framework based on Hu and McKay's (2014) analytic scheme, Yuen's (2011) "4Ps," and Kachru's (1985) concentric circles was adopted for this present study to examine the international coursebook series used within the research context from an ELF viewpoint.

Hu and McKay (2014) developed an analytic scheme that looked into multilingualism and multiculturalism in teaching materials in line with principles of teaching English as an international language (EIL) in material development. The scheme was highly relevant to the specific purposes of this present study. Firstly, as discussed in the literature review, ELF and EIL are accepted as alternative concepts that recognise English as a global language and focus on the implications of this current role of English in ELT. Thus, the fact that the principles of EIL guided the framework made it appropriate to adopt in this research study. Additionally, given that multilingualism was acknowledged as a defining feature of ELF at its latest phase (Jenkins, 2015), the focus of the framework on multilingualism was another reason why this framework was employed in the present study.

The framework involved numerous dimensions such as the pedagogical orientation of the books, coverage of topics from a wide range of cultures, people-places-events depicted, patterns of communication, cross-cultural communication topics covered, multiculturality as a learning goal, cross-cultural communication skills and

strategies, the use of English in learners' local-life worlds, language ideology promoted in the books, critical framing of English learning and teaching. The international book series *Go for It!* analyzed in the study by Hu and McKay, was adapted to be published in the Chinese context in a joint effort by People's Educational Press, the publishing body of the Chinese Ministry of Education and Cengage Learning Asia (Hu & McKay, 2014, p.71). Therefore, some coding categories that focused on the representation of mainstream Chinese culture and minority cultures in China, the role of English in the Chinese context, and the use of English among Chinese speakers of English emerged in the framework. The scheme was revised for the specific context of this present study since the *High Note* series analysed in the present study were globally distributed coursebooks, not locally adapted or developed for the Turkish context. A further revision was conducted in the original framework after it was tested on one sample unit, both in *High Note 1* (Morris et al., 2020*)* and *High Note 2* (Hastings et al., 2020).

Yuen's (2011) classification of four dimensions of culture, the 4 Ps (persons, products, practices, and perspectives), was integrated with Kachru's (1985) concentric circle model into the coursebook analysis framework to delve into the cultural representations in *High Note 1* and *High Note 2.* The 4Ps of culture and concentric circles were consciously embedded into the framework as they enabled the researcher to analyse the cultural representations in *the High Note* series comprehensively. Yuen's 4 Ps refer to four main components of culture*:* persons, products, practices, and perspectives. The category of persons represents famous individuals (e.g., Taylor Swift, Angele Merkel, Al Pacino, Messi) and ordinary people created by the authors of the book; however, Yuen excludes fictional characters in books and films and categories them as products. Products, on the other hand, pertain to entertainment, including movies, TV shows (e.g., Avatar, the Godfather, the Simpsons, Who Wants to be a Millionaire) as well as food (e.g., hummus, sushi, paella, kebab), commercial goods (e.g., kimono, Mercedes Benz), books, magazines, newspapers (e.g. One Hundred Years of Solitude, National Geographic, the Guardian) and travel destinations or tourist attractions (e.g. Hagia Sophia, the Table Mountains). Practices involve customs, everyday life, and society (e.g., Thanksgiving, people of Amsterdam cycles everywhere), while inspirations, myths, and belief systems are related to the category of perspectives. Yuen (2011, p. 459) notes that language materials deal with culture as a theme, and only the cultures that learners are exposed to are those addressed in these learning materials. In that sense, the integration of Yuen's 4Ps

into the framework uncovered cultural elements depicted in the books analysed in the present study.

Apart from an in-depth analysis of cultural elements, it was also essential to identify which specific cultures these elements were related to. For that reason, Kachru's (1985) concentric model was added to the framework. The concentric model categorises the English-speaking world into three main circles in the light of the historical contexts of English and the status and functions of English in different parts of the world: The Inner Circle (IC), the Outer Circle (OC), and the Expanding Circle (EC). The Inner circle encompasses countries such as the USA, the UK, Canada, Australia, and New Zealand, where English is the primary language. The Outer Circle consists of former colonies of the British Empire, such as India and Nigeria, where English is used as an official or additional language in educational, governmental domains, and so on. Finally, Expanding Circle includes a wide range of countries spread across different regions where English is learnt as a foreign language. Table 3.5. shows the finalised version of the textbook analysis framework adopted for the study.

Table 3.5. *Coursebook Analysis Framework*

Dimensions	Manifestations
Practices, Products, Perspectives, Persons	1. Which culture is more dominant regarding the representation of practices, products, perspectives, and persons? A- Inner Circle Cultures B- Outer Circle Countries C- Expanding Circle Countries D- Unspecified
Patterns of Communication	2. What patterns of communication are found in the textbook? A- Native speaker(s)-Native speaker(s) B- Native speaker(s)-Non-native speaker(s) C- Non-native speaker(s)-Non-native speaker(s) D- Unspecified
Content of Cross-cultural Communication	3. Does the textbook cover topics that learners frequently encounter in cross-cultural communication? A- Topics about learners' own countries B- Topics about personal interests/experiences C- Topics about popular culture D- Other
Language Ideology	4. What language ideology is promoted? A- Native-speakerism B- Varieties of English C- Multilingualism

As demonstrated in the table above, the finalised version of the coursebook analysis framework employed for this research study focused on four dimensions.

Initially, representations of cultural elements- practices, products, perspectives, and persons from Inner, Outer, and Expanding Circle countries ere examined. Secondly, who the books presented as the speakers of English in communicative settings was explored. In other words, whether the interactions occurred only between native speakers of English, native speakers, and non-native speakers of English or only between non-native speakers was analysed. Then, the books were investigated to determine which topics one might encounter during cross-cultural communication were covered. Finally, the language ideology promoted in the books was identified.

The original framework Hu and McKay (2014) developed was revised and modified until it fits the data in the coursebooks analysed in this study. Subsequently, Yuen's "4Ps" and Kachru's concentric circles were merged together and integrated into the framework to probe into the representations of cultural elements from specific cultures. An expert in ELT, also a PhD candidate in the field of ELT, was consulted about the revisions, modifications, omissions, and additions carried out in the original framework.

3. 4. 2. ELF-Awareness Questionnaire

ELF-awareness questionnaire (see Appendix D) designed by Bayyurt et al. (2019) aiming to measure teachers' awareness of English as a lingua franca in multilingual and multicultural contexts was used in the study to gather quantitative data regarding the participants' general awareness of ELF. The researcher contacted the developers of the questionnaire via email to obtain permission to use the questionnaire prior to the study.

The questionnaire was specifically chosen for the current study due to its relevance to its aims. Firstly, the questionnaire delved into ELF awareness from various critical angles; it could provide insights into Turkish EFL instructors' awareness of ELF. Secondly, the questionnaire was based on the premise that English now functions as a multi-lingua franca in many local contexts because of increased immigration across Europe (Bayyurt et al., 2019, p. 194). People who left their home countries to escape wars, seek better job opportunities, and pursue education have brought about cultural and linguistic diversity in local contexts, including Turkey. Therefore, many teachers work in culturally and linguistically pluralistic environments, which research studies need to consider.

The Questionnaire comprised five distinct sections that looked into ELF awareness from several aspects. The questionnaire focused on cultural awareness, language awareness, instructional awareness of ELF in ELT awareness of non-native speaker (NNS) and native speaker (NS) interactions, and NNS and NNS interactions**.** Composed of 5-point Likert scale questions, the questionnaire sought to determine to what degree EFL instructors agreed or disagreed with a particular question or statement. The internal consistency of the whole questionnaire calculated via Cronbach's alpha was found to be a=.739 (Bayyurt et al., 2019). A background survey was incorporated into the questionnaire as a separate section to collect data regarding participant instructors' demographics.

3. 4. 3. Reflective Journals

To discover the participants' opinions on integrating ELF-oriented activities in their English classes, weekly reflective journals (see Appendix E) were utilised as one of the primary data collection tools to elicit qualitative data from seven participants participating in the ELF-oriented teacher training sessions.

The researcher developed four questions, which were slightly adjusted based on feedback from four experts in the field. The questions posed in the reflective journals aimed to gain insight into the participants' reflections on applying ELF-oriented activities in their classes and the benefits and drawbacks encountered in relation to integrating these materials into their teaching practices. The questions were sent to the participants on Google Forms right after each week's training session. Participants were asked to fill out the reflective journals when they conducted ELF-oriented activities in their classes.

3. 4. 4. Semi-structured Interviews

Semi-structured interviews (see Appendix F) were also employed as qualitative data collection instruments in this current study. Semi-structured were specifically adopted in this present study as they enable interviewers to get an in-depth understanding and allow them to delve into and elaborate on interviewees' answers (Rubin & Rubin, 2005). A further reason for utilising semi-structured interviews was their flexible structure (Merriam & Tisdell, 2015). The researcher developed seven open-ended interview questions, and four experts in the field were contacted to ensure the reliability

of the questions. Necessary adjustments were made to the questions as suggested by the experts.

Semi-structured one-to-one interviews were conducted with each participant who took part in ELF-oriented teacher training sessions in an attempt to get a thorough understanding of their views on using ELF-oriented activities in their classes after the training provided to them. Due to their scheduling conflicts, only some participants could be interviewed on the same date. The interviews were conducted with three of the participants first, and a few days later, the other four participants were interviewed by the researcher. Interviews were conducted in the participants' native language, Turkish, to enable them to expand their responses with relative ease. Each interview lasted between 30 to 40 minutes. The interviews took place online on Microsoft Teams and were recorded within the participants' knowledge. They were later transcribed by the researcher verbatim.

3. 5. Materials

3. 5. 1. Textbooks

Two student books from the international textbook series, *High Note*, were analysed concerning their representation of ELF. Published by Pearson in 2019 and designed in line with the Common European Framework (CEFR), the series comprises five different levels ranging from A2 to pre-C2. The first three books from the series, *High Note 1, High Note 2, and High Note 3*, have been adopted as the primary teaching materials within the research context since the 2022-2023 academic year. In addition to these books, *New Headway*, published by Oxford University Press, has been implemented as the primary teaching source in starter (A1) modules given that *the High Note* series does not contain starter-level books. In repeat classes where students restudy the modules that they failed in, the textbook series *Focus,* which Pearson also publishes, is used instead of *High Note*.

The only textbooks selected for this research study were elementary level, *High Note 1* (Morris et al., 2020), and pre-intermediate level, *High Note 2* (Hastings et al., 2020). Starter level book was excluded from the analysis due to their minimal linguistic and cultural coverage. Learners within the research context are expected to attain a B1

level of English to pass the preparatory school and succeed in departmental courses conducted in English. Therefore, *High Note 3,* the intermediate-level book, was not included as students were not obliged to complete this level. The study did not include the books used in repeat classes, as fewer students repeated the modules than successful students. So, most learners in the research context are taught English through *High Note 1* (Morris et al., 2020) and pre-intermediate level, *High Note 2* (Hastings et al., 2020), and they are exposed to cultural content in these books.

The analysed coursebooks, *High Note 1* and *High Note 2* will be referred to as CB1 and CB2, respectively, in the remainder of this present study. Both coursebooks consist of 10 units divided into numerous sections from A to G, which focus on specific linguistic items and skills, including grammar and vocabulary, vocabulary, grammar, reading and vocabulary, listening and vocabulary, speaking, writing or writing, and vocabulary. Though units in both books more or less follow the same structural design, the order of linguistic skills and items introduced in several units show variations in the coursebooks. Figure 3.3. offers a glimpse into the structural design of units in the *High Note* series through a sample unit selected from *CB1*.

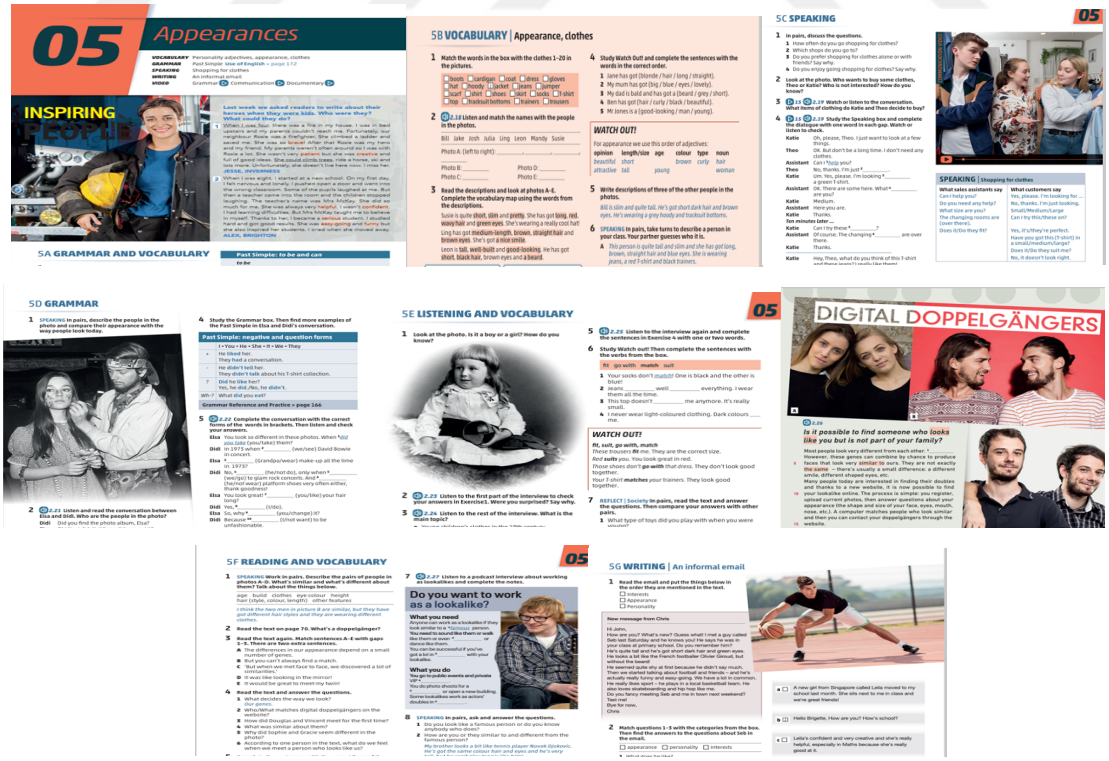


Figure 3.3. *Overview of the structural design of the coursebooks*

Besides the instructional sections in the units, a detailed list of vocabulary taught in the units and a revision section aiming to consolidate what is covered in units are given at the end of each unit. The analysed books also incorporate a section called *Life Skills* designed to equip learners with academic tips and career perspectives at the end of every two units. Apart from the units and *Life Skills* sections, the books include sections that specifically introduce British culture and books from English and American literature. These sections, called *Culture Spot* and *Literature Spot*, appear right after instructional units finish in each book.

3. 6. Data Collection Procedures

All the data related to this current study was gathered in the fall semester of the 2023-2024 academic year. The overall data collection procedure that spanned twelve weeks for the current study began after ethical approval (see Appendix G) was granted by the Ethical Committee of Anadolu University, and the researcher was authorised to conduct the current research study at the School of Foreign Languages by the Rectory of Kocaeli University (see Appendix H).

Data collection started with the administration of an ELF-awareness questionnaire to Turkish EFL instructors (n=42) in early November after their consents were obtained. Prior to responding to the questionnaire, the researcher informed the participants about the overall research study and the aim of the questionnaire. Afterwards, the researcher undertook a content analysis of two textbooks, CB1 and CB2, used within the research study context to collect the second set of data of the current study.

Following the administration of the questionnaire and subsequent analysis of textbooks used within the research context, an ELF-oriented teacher training programme that extended over five weeks was initiated. The aim of the teacher training programme was to increase Turkish EFL instructors' awareness of ELF by exposing them to the theoretical and practical side of ELF and providing them with hands-on experience in implementing ELF-oriented activities in their teaching practices. Preceded by an orientation session, ELF-oriented teacher training sessions that were completed with seven participants selected through convenience sampling strategy started in early December. The first session of the ELF-oriented teacher training touched upon issues such as the global spread of English, its effects on socio-linguistic features of English, emergence of ELF as an area of research, general principles of ELF and related issues.

During the following three weeks, various aspects of ELF were introduced to the participants in light of research conducted on ELF at different linguistic levels: phonology, lexico-grammar, and pragmatics. The fifth week of the training was mainly reserved for a summary of general points regarding ELF, along with criticism of ELF and counterarguments developed by ELF researchers. In addition, a general discussion was held with the participants regarding the ELF-oriented teacher training they received, and the time and day of the online semi-structured interviews were arranged. The semi-structured one-to-one interviews were held with the participant to probe into their views on integrating ELF-oriented activities in their classes after their involvement in the ELF-oriented training programme. Qualitative data of current study was collected during and after ELF-oriented teacher training via weekly reflective journals and semi-structured interviews ensuing the teacher training programme. The data collection procedure is summarised in Table 3.6.

Table 3.6. *Data Collection Procedure*

Week	Data Collection Procedure
Week 1	Administration of the EFL-Awareness Questionnaire to Turkish EFL Instructors & Participant Selection for ELF-Oriented Online Teacher Training Programme
Weeks 2 - 5	Content Analysis of Textbooks
Week 6	Training Session I–Weekly Reflection Journal I
Week 7	Training Session II– Weekly Reflection Journal II
Week 8	Training Session III–Weekly Reflection Journal III
Week 9	Training Session IV–Weekly Reflection Journal IV
Week 10	Training Session V & Arrangement of Semi-Structured Interviews
Week 11	Semi-Structured One-to-One Interviews with the First Group of Participants
Week 12	Semi-Structured One-to-One Interviews with the First Group of Participants

3. 7. Data Analysis

This study sought to find answers to three research questions. The first research question attempted to examine the textbooks adopted in a Turkish higher education EFL context regarding their representation of ELF. The second research question focused on

Turkish EFL instructors' awareness of ELF. The third question aimed to inquire into Turkish EFL instructors' thoughts on implementing ELF-oriented activities in their teaching context after receiving ELF-oriented teacher training. Multiple data collection instruments, including a coursebook analysis framework, a questionnaire, reflective journals, and semi-structured interviews, were employed to answer the research questions posed in the present study.

As for the first research question, quantitative data from the textbooks were analysed via descriptive statistics, including frequencies and percentages, to determine the coursebooks' incorporation of ELF. Two experts who worked in the curriculum unit within the research context were consulted about what sections of the books to include and exclude in the analysis. After discussing with the experts, two sections (*Revision* and *Life Skills*) were removed from the analysis. These sections were left out as *Revision* sections were only concerned with helping students practise what they learnt in each unit, mainly through mechanical grammar and vocabulary exercises, rather than exposing learners to new content. The *Life Skills* sections only focused on giving learners some strategies and tips they might need to succeed in school life and keep themselves safe on the internet. Moreover, warm-up questions posed to draw learners' attention to the topics in reading and listening texts (e.g., your favourite film director and the movies they made) were excluded from the analysis as these questions were either too general or too specific. Likewise, grammar, lexical exercises in the form of reading and listening texts, or mechanical grammar and vocabulary exercises were not included in the analysis. Apart from these sections, all the remaining parts in units in CB1 and CB2, along with *Culture* and *Literature Spots*, were analysed to identify how ELF was represented in the books. Any references to or instances of their related subcategories in the framework were noted and quantified in occurrences and percentages. To increase the reliability of the data, another rater, an expert in the curriculum, was involved in the quantitative data analysis of the textbooks. The researcher and the rater analysed the coursebooks through a checklist developed by the researcher separately (see Appendix I). Any discrepancies between the researcher and the rater regarding their analysis of coursebooks were discussed, and a mutual agreement was reached.

Data obtained from Turkish EFL instructors' responses to the ELF-awareness questionnaire were analysed using descriptive statistics, and participants' responses to each item on a five-point Likert scale on the questionnaire were calculated in percentages.

Qualitative data obtained from reflective journals and semi-structured interviews to find an answer to the third research question were analysed employing the Constant Comparison Method (CCM) built upon the principles of grounded theory. Simply put, grounded theory refers to a general methodology utilised for producing theory derived from data that is obtained and analysed in a systematised manner (Strauss & Corbin, 1994). Theory emerges during research due to the constant interaction between data gathering and analysis. Grounded theory is mainly employed to develop theories when there is little information on research topics or to offer a new perspective on previously obtained knowledge (Goulding, 2002). Though different models of grounded theory are implemented in research studies, CCM forms the bedrock of qualitative data analysis in grounded theory (Boeije, 2002; Charmaz, 2006). Boeije (2002) describes CCM as a cyclical process where new and old data are constantly compared a couple of times until researchers no longer come across data containing any new information that can lead to the emergence of new categories.

In the light of CCM, the coding process of the data gathered from the reflective journals and semi-structured one-to-one interviews began. A code in this study refers to ideas, perceptions, and emotions related to the participants' views on implementing ELF-oriented activities in their teaching context. Data analysis started with the initial coding, where each data set was coded word-by-word or line-by-line, and codes that emerged were constantly compared to identify similarities and differences between them. Similar codes were grouped as subcategories. In line with the subcategories that came up in the data, main categories were formed until no new properties that could be categorised under new categories emerged in the data.

Qualitative data gathered from the weekly reflective journals and semi-structured interviews were analysed by the independent raters, including the researcher and two different experts in ELT, to ensure the validity and reliability of the data analysis. Both co-raters analysed 30% of the qualitative data. Apart from that, a peer debriefing session was held with an expert in the ELT field who was experienced with qualitative data analysis and was familiar with the study's purposes. Peer debriefing increases the accuracy and validity of data analysed as someone other than the researcher interprets the data (Creswell, 2009). In the organisation and analysis of the qualitative data, MAXQDA 24 was used following the principles of CCM. The table 3.7. illustrates the data analysis

procedure of the current study along with research questions and data collection instruments.

Table. 3.7. *Data Analysis Procedure*

Research Questions	Instruments	Data Analysis
R1: How do English textbooks in a Turkish higher education EFL context represent English as a lingua franca?	Book analysis framework based on • Hu & McKay's Analytic Scheme • Yuen's "4Ps" Kachru's Concentric Circles	• Descriptive Statistics (percentages, numbers)
R2: What is Turkish EFL instructors' awareness of English as a lingua franca?	• EFL-Awareness Questionnaire (n=42)	• Descriptive Statistics (percentages) • SPSS 26
R3: What are Turkish EFL instructors' opinions on implementing an ELF-oriented activities in their teaching context?	• Reflective journals (n=7) • Semi-structured interviews (n=7)	• Qualitative Analysis • The Constant Comparison Method (Glaser & Strauss, 1967) • MAXQDA 24

4. RESULTS

4. 1. Overview of the Results

This study aimed to delve into representations of ELF in English coursebooks, Turkish EFL teachers' awareness of ELF, and their opinions on applying ELF-oriented activities in their teaching context after receiving a five-week ELF-oriented training. With that goal, the following research questions were asked in the study:

RQ1: How do English coursebooks in a Turkish higher education EFL context represent English as a lingua franca?

RQ2: What is Turkish EFL instructors' awareness of English as a lingua franca?

RQ3: What are Turkish EFL instructors' opinions on implementing ELF-oriented activities in their teaching context?

To seek an answer to the first research question, coursebooks used within the research context were analysed based on a framework incorporating Hu and McKay's (2014) analytic scheme, Yuen's (2011) "4Ps", and Kachru's (1985) concentric circles. In the light of the framework, the books were investigated with respect to their incorporation of cultural elements from inner, outer, and Expanding Circle countries and communication patterns involving native speakers, native speakers-non-native speakers, and only non-native speakers, coverage of cross-cultural topics such as learners' own countries, personal interests and experiences and popular culture and the language ideology that they featured. Data collected from the coursebooks regarding these aspects were analysed using descriptive analysis (frequencies, percentages). For the second research question, quantitative data were collected through the ELF-awareness questionnaire developed by Bayyurt et al. (2019), and descriptive statistics (percentages) were employed for quantitative data analysis. To seek an answer to the third research question, the participants responded to weekly reflective journals, and semi-structured interviews were held. Data from the reflective journals and semi-structured interviews were analysed quantitatively using the Constant Comparison Method.

In the following subsections, the results will be given in accordance with the research questions asked in the study.

4. 2. RQ1: How do English textbooks in a Turkish higher Education EFL context represent English as a lingua franca?

To answer the first research question, a framework that was developed from Hu and McKay's (2014) analytic scheme, Yuen's (2011) 4 Ps, and Kachru's (1985) concentric circles was employed. The coursebooks used within the research context were examined in terms of their inclusion of ELF in light of the aforementioned framework, which was applied to all the units in the books. To that end, cultural representations of Inner, Outer, and Expanding Circle countries with respect to persons, products, practices, and perspectives were examined in the books. Secondly, communication patterns occurring between native speakers, between native and non-native speakers, and between non-native speakers were investigated. Additionally, cross-cultural communication topics addressed in the books were studied. Finally, the dominant language ideology promoted in the books was scrutinised. Data collected from the coursebooks were analysed quantitatively in frequencies and percentages.

Culture plays a vital role in language learning as culture and language learning are considered to be intertwined. Given the proliferation of the geographical settings where English is used worldwide, representing non-native cultures and exposing learners to non-native cultures other than English-speaking cultures is highly crucial from an ELF perspective. Therefore, coursebooks, regarded as the primary teaching materials within many teaching contexts, need to incorporate cultural elements from non-native cultures. Culture as a concept can be categorised as objective and subjective, comprising numerous aspects (Yuen, 2011, p. 459). Yuen (2011) came up with 4 "Ps" model that encompassed distinct aspects of objective and subjective cultures to analyse coursebooks used to teach English. The model involves persons, products, practices, and perspectives. Persons refer to famous and unknown people mentioned in the books; products incorporate movies, television programmes, food, books, and travel destinations, while practices focus on traditions, everyday life, and society, and perspectives consist of myths and world views. These aforementioned aspects of culture are usually integrated into teaching materials. The coursebooks used within the research context were examined to determine to what extent they included these cultural aspects from native-speaking English cultures in the Inner circle and non-native-speaking cultures in the Outer and Expanding Circles. Persons, products, practices, and perspectives introduced in both books were analysed to identify which culture or cultures they were linked to. The number of occurrences, namely the number of references to these cultural elements and the number of references to Inner, Outer, and Expanding Circle with respect to the cultural elements, were noted. Findings

regarding the representation of different cultures in the coursebooks used in the research context, namely CB1 and CB2, are exhibited in Table 4.1.

Table 4.1. *Cultural representations in CB1 and CB2*

	CB1		CB2		CB1		CB2		CB1		CB2		CB1		CB2	
	IC**		IC**		OC***		OC***		EC****		EC*****		U****		U*****	
	n*	%	n*	%	n*	%	n*	%	n*	%	n*	%	n*	%	n*	%
Persons	175	87	190	83	2	1	2	1	17	8	20	9	8	4	17	7
Products	126	87	90	78	0	0	0	0	19	13	26	22	0	0	0	0
Practices	26	74	20	53	1	3	0	0	8	23	12	31	0	0	6	16
Perspectives	0	0	10	59	0	0	1	6	0	0	5	29	0	0	1	6
Total	202	100	229	100	145	100	116	100	35	100	38	100	0	0	17	100

n*= Number of occurrences IC**= Inner circle OC***= Outer circle EC****= Expanding circle U*****= Unspecified

There was an overwhelming dominance of Inner Circle countries regarding cultural representations in CB1 and CB2. Persons, products, and practices depicted in the book mostly came from Inner Circle countries (the USA, the UK, Canada, Australia, and New Zealand). Concerning the persons (famous individuals and unknown people depicted in the book) in CB1, Inner Circle countries prevailed as 87 % of all the persons portrayed in the books came from Inner Circle countries, and most of these people were found to be British. People introduced in the speaking sections of the book were exclusively British, while people depicted or mentioned in listening sections or separate listening tracks were extensively from Britain. Apart from the speaking and listening sections, people in the reading and writing sections and the communication and grammar videos of the book were mainly from Britain. For example, a girl named Katie and her friend, Theo, who go shopping together, and two friends, Leila and Robin, who try to order food in a café, were some British persons featured in the speaking sections. The listening sections and tracks focused on British people, such as a young graffiti artist from the UK and a former lookalike who now runs a lookalike agency, among others. While the people interviewed in the grammar videos were solely from Britain, communication videos less frequently featured people from Britain, such as a chef from Leeds who runs a waste food project and a British family who took part in a TV show.

In reading sections, there were famous and many ordinary people referred to, such as the late singer David Bowie and two unknown men from England who talk about their childhood heroes. Writing sections also featured a few instances of people from Britain, including a student from York. The USA was the second most represented Inner Circle

country concerning persons represented in CB1. American people mentioned in the book included famous people (e.g., Emma Stone, Franklin Roosevelt, Jimi Hendrix) and ordinary people (e.g., a woman called Christina, who works at a university, an American food journalist living in London, Susan and Jim, a married couple who runs an animal sanctuary in New York). In contrast, there were occasional mentions of people from other Inner Circle countries. Several people from Australia, a teenager from Scotland , and a man from Canada were the only people mentioned from other Inner Circle countries in CB1.

Persons from Outer Circle countries were almost non-existent; only mentions involved a man from Hong Kong and another from South Africa. As for the representations of people from the Expanding Circle, the rate remained less than 10%, and these people came either from European or Asian countries. People from other parts of the Expanding Circle, such as Africa and South America, were not represented at all in CB1. The category unspecified in the table concerned people who did not fit into the three main categories due to a lack of contextual clues indicating which culture they came from.

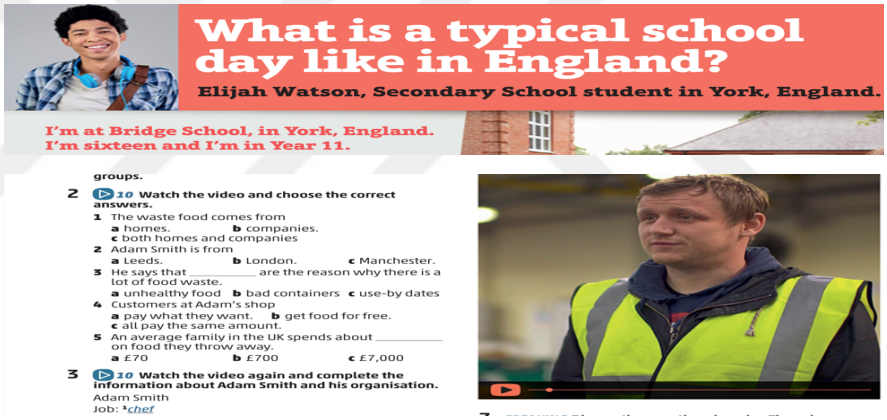
The domination of Inner Circle countries remained unvaried in CB2 with respect to representations of persons. The results showed that of all the persons featured in the speaking, listening, reading sections and communication and grammar videos of the book, 83 % were associated with Inner Circle countries. The UK and the USA outnumbered other Inner circle countries regarding the people referred to. Ordinary people introduced in the book were mainly British, while famous people mentioned were predominantly from the USA or the UK. To illustrate, some famous names from the US included actress Natalie Portman, tennis player Venus Williams, President Obama, singer Lady Gaga, industrialist Henry Ford, Lebron James, and many others.

In contrast, the famous British people mentioned in the book are playwright Shakespeare, singer Adele, actor Hugh Laurie, actor Charlie Chaplin, artist Banksy, and scientist Charles Darwin. There were only a few famous people from the other Inner Circle countries in CB2. The only people representing Outer Circle were Indian activist Mahatma Gandhi and a South African actor, barely accounting for 1% of all the people referred to in the book. Though there was a considerable increase in the number of representations of people from Expanding Circle, the rate was slightly under 10%, just like CB1. German scientist Albert Einstein, Serbian inventor Nicole Tesla, and Brazilian

footballer Neymar constituted some of the famous people from Expanding Circle, while a young Turkish and a young girl from Botswana who talk about breakfast cultures in their countries, and a young guy from Lithuania who visits his cousin studying in Wales were among the unknown people from the Expanding Circle mentioned in CB2. When there were not enough contextual cues that suggested which culture the people mentioned in the book belonged to, they were put into the category unspecified.

All in all, concerning the depiction of persons in CB1 and CB2, a huge majority of people were native-English-speaking individuals from Inner Circle countries, and more importantly, most of these people were predominantly British. In contrast, there were minimal representations of persons from Outer and Expanding Circles. Figure 4.1. offers a glimpse into persons depicted in the analysed books in the present study.

CB1



CB2



Figure 4.1. *Persons presented in CB1 and CB2*

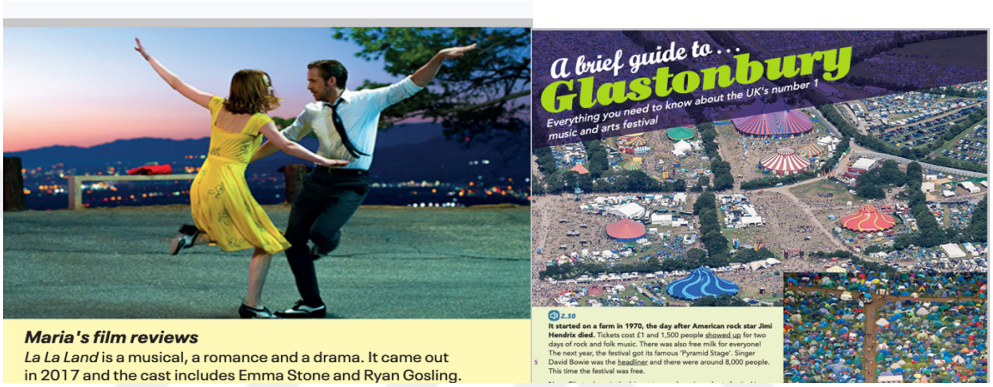
As for the products (films and TV shows, food commercial products, magazines, newspapers, and books such as travel destinations and tourist attractions) introduced in CB1 and CB2, Inner Circle cultures dictated cultural representations. Many of the products depicted in CB1 were related to cultures of Inner Circle countries. In general, the products covered in the book tended to be famous tourist attractions in popular cities located in Inner Circle countries such as Central Park, the Empire State Building, the Museum Mile, Manhattan, famous tourist attractions in New York, and traditional British food such as fish and chips, kedgeree, apple crumble and custard, Hollywood movies such as La La Land, Titanic, Grinch, the Chronicles of Narnia, literary works such as The Sisterhood of Travelling Pants and festivals such as Fringe Festival in Edinburgh and Glastonbury Music Festival in London. The remaining products mentioned in the book were affiliated with Expanding Circle countries, which constituted only a tiny percentage (13%) of the products that the book addressed. The products representing the Expanding Circle cultures predominantly involved popular European tourist destinations such as Vienna, Venice, Florence, Rome, and Paris. As for the food, the only food referred to were Mexican beef tacos and Japanese sushi. Moreover, there were no in-depth representations of products from Expanding Circle cultures. As for the Outer Circle cultures, no product from these cultures was referred to in CB1.

Products featured in CB2 were only linked to Inner and Expanding Circle cultures. There was an imbalance regarding the number of products from Inner Circle and the number of those from Expanding Circle countries. That is, 78% of the products mentioned in the book belonged to Inner Circle cultures, and only the remaining 22 % were connected to Expanding Circle countries. There was no reference to products from Outer Circle cultures in the book. The UK and the USA were the most dominant Inner Circle cultures in terms of product coverage in the book, as most of the products were associated with either one of these countries. That is, Hollywood movies such as The Avengers, Star Wars, and Forrest Gump, books from British and American literature such as Sherlock Holmes, Catcher in the Rye, Pride and Prejudice, or tourist attractions such as Stonehenge, Golden Gate Bridge, and King's Road in Chelsea were among the products referred to in the book. As for the products from the Expanding Circle countries, tourist attractions such as Machu Picchu, Provence, food from Botswana, Russian novel Master, and Margarita were some of the products introduced in the book. In that regard, CB2 was

slightly more inclusive when compared to CB1 in terms of representation of Outer Circle cultures as products from Africa and South America was also reflected in the book.

In short, most products mentioned in the analysed books pertained to Inner Circle countries, yet there were narrow representations of Expanding Circle countries. The Outer Circle was not represented at the level of products in the books. Figure 4.2. displays samples of products taken from CB1 and CB2.

CB1



CB2

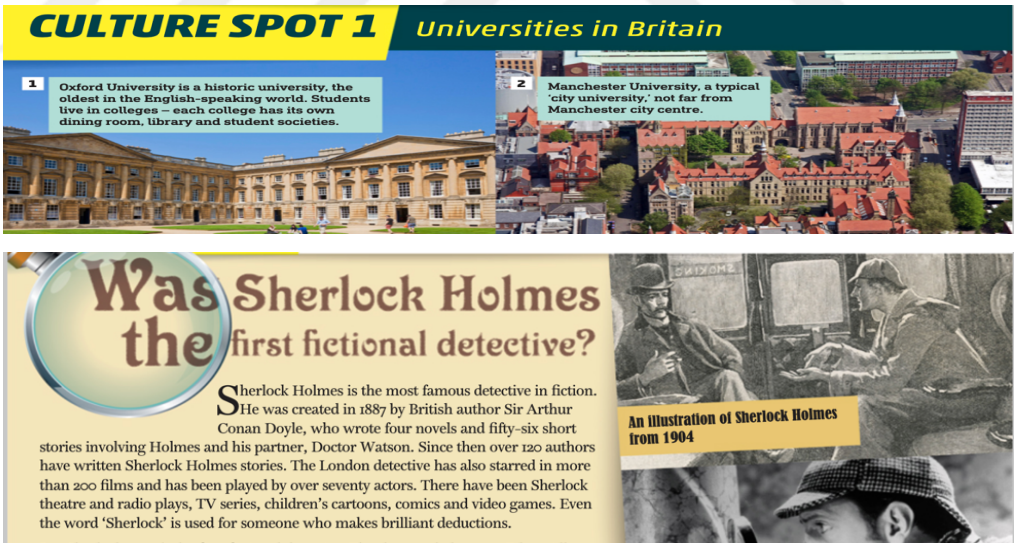


Figure 4.2. *Products presented in CB1 and CB2*

Another cultural item that was analysed in the coursebooks was related to the practices (traditions, everyday life, way of life particular to societies). Regarding practices addressed in CB1, the most frequently mentioned cultures were those related to Inner Circle countries in a similar vein to representations of persons and products. Almost three of every four practices portrayed in the books concerned Inner Circle countries, primarily

focusing on British customs and the everyday life of British people. To illustrate, it was noted in the book that British people loved talking about the weather a lot. Likewise, a reading text mentioned how everyone cycled to get around in Oxford, England. In another reading text, it was also stated that there were special walls for graffiti artists to use in big cities in the UK. Christmas in London was briefly referred to in a reading text about ethical restaurants in the UK and the USA. It can be seen that daily life in Britain was reflected in CB1, especially in reading texts.

Practices covered in CB2 indicated the dominance of Inner Circle countries, as more than half of the products mentioned in the book reflected these cultures. Additionally, the practices identified in the book solely dealt with inner and Expanding Circle cultures; in contrast, practices from Outer Circle cultures were not addressed in the book, just in the case of representations of products. University life in England, English breakfast, schooling in England, voluntary work, and yard sale in the USA were some instances of practices from the UK and the USA in the book. Practices from Expanding Circle countries involved breakfast rituals from Turkey and Botswana and the daily habits of people living in blue zone countries such as Greece, Costa Rica, Italy, and Japan. Additionally, several practices remained unspecified in the book due to a lack of contextual cues. In short, CB2 tended to portray practices from Inner Circle countries, especially from the UK.

In a nutshell, the practices referred to in the books were chiefly concerned with Inner Circle countries, in particular the UK and the USA. Products from Expanding Circle were occasionally mentioned; however, almost no products related to Outer Circle were mentioned. Figure 4.3. shows samples of practices taken from the books analysed in the study.

CB1

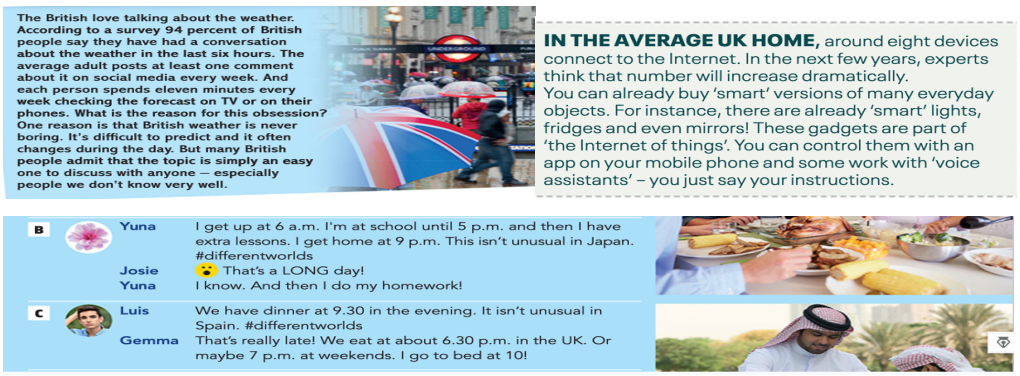


Figure 4.3. *Practices presented in CB1 and CB2*

Figure 4.3. (Continued) *Practices presented in CB1 and CB2*

CB2

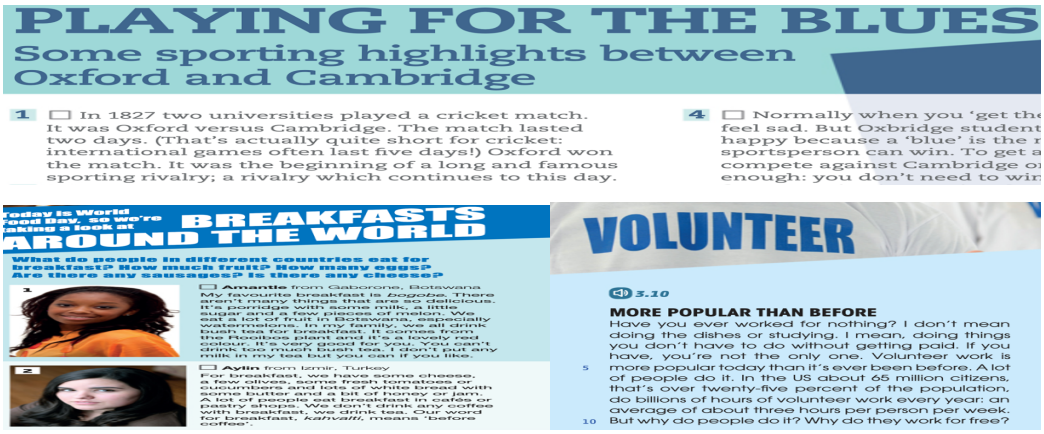


Figure 4.3. *Practices presented in CB1 and CB2*

There were no perspectives (inspirations, myths, outlook on the world) mentioned in CB1. Perspectives addressed in CB2 encompassed Inner, Expanding, and Outer Circle cultures, yet those from Inner Circle cultures outnumbered those from Outer and Expanding Circle cultures. That is, 59 % of the perspectives were related to Inner Circle cultures, while Outer and Expanding Circle countries constituted 35% of the perspectives mentioned in the book. Opinions on teamwork, the concept of Orwellian law, belief in a higher power, and recognition of food as a gift and meals as a special occasion among people living in a town in California, which is considered as one of the places making up blue zones were mentioned as perspectives from Inner Circle countries. Some perspectives concerning Expanding Circle cultures included Maradona's *Hand of God* and the Chinese saying, "Live well, live long." The only perspective about the Outer Circle was a quote from Gandhi: "The best way to find yourself is to lose yourself in the service of others." One perspective did not fit into any of the other three categories and was categorised as unspecified. Only CB2 addressed perspectives, which were dictated by cultures of Inner Circle countries; however, all three circles were represented concerning perspectives. Figure 4.4. illustrates samples of perspectives depicted in one of the analysed books, CB2, in this present study.

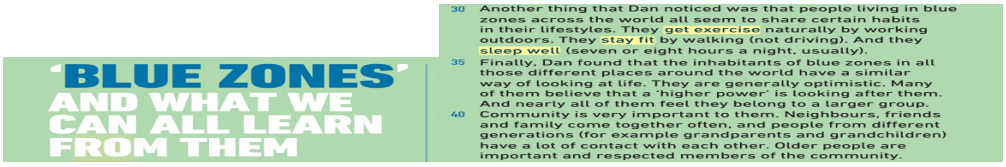


Figure 4.4. *Perspectives presented in CB2*

In light of the findings regarding cultural representations of Inner, Outer, and Expanding Circles, an apparent partiality towards Inner Circle cultures was noted in CB1 and CB2. Persons, products, practices, and perspectives in the book were dominated by cultures of Inner Circle countries, especially Britain. The second most dominant culture was American culture. On the other hand, Expanding Circle cultures were insufficiently represented. As for the representation of Outer Circle cultures, the rate remained negligibly low, given that Outer Circle countries were referred to only six times in total when it came to depicting cultural elements.

Another critical point from the ELF perspective is the reflection of sociolinguistic realities characterising the English language today. Today, English is a global language spoken by people from diverse cultural and linguistic backgrounds; consequently, native speakers of English are outnumbered by non-native speakers. It is essential to investigate whether the diversity of English users is represented through teaching and learning materials. Those portrayed as English speakers in communicative settings in English coursebooks should demonstrate that diversity. That is, patterns of communication presented in the books should involve interactions occurring not only between native speakers but also between non-native speakers. To this end, patterns of communication in CB1 and CB2 were investigated. Table 4.2. illustrates the findings obtained from the coursebooks concerning patterns of communication.

Table 4.2. *Patterns of Communication in CB1 and CB2*

	CB1		**CB2**	
	n*	**%**	**n***	**%**
Native speaker - native speaker	63	90	47	92
Native speaker - non-native speaker	4	6	1	2
Non-native speaker – non-native speaker	0	0	0	0
Unspecified	3	4	3	6
Total	**70**	**100**	**51**	**100**

n*= Number of occurrences

As demonstrated in the table above, CB1 was dominated by native-speaker-native-speaker interactions. What is more, an overwhelming majority of these native speakers were British, with occasional dialogues involving other native speakers of English from America and Australia. Communication between native speakers of English and non-native English speakers occurred only a couple of times throughout the book. The examples involved a written conversation between Spanish and English, a dialogue

between a native French teacher and her students, and two more conversations between native speakers and non-native speakers of English. However, the non-native speakers depicted in the book were native speakers imitating non-native accents; therefore, the interactions between native and non-native speakers were not authentic or realistic. There were no interactions occurring only between non-native speakers in the book, which indicated that the book failed to reflect the increasing number of interactions happening only between non-native speakers of English who used English as a lingua franca around the world.

The findings gathered from CB2 looked very similar to those obtained from CB1. A substantial majority of interactions portrayed in the books took place between native speakers of English, in particular, between British people. However, different varieties of English, such as American accent, Scottish accent, and regional British accents, were noted in these interactions. Communication between native and non-native speakers occurred once between two young friends from America and a young woman from Portugal. However, the Portuguese woman spoke English with a perfect British accent, which surprised the girl and the boy from America. That is, though it was presented as a native and non-native interaction, the non-native speaker was probably a native speaker pretending to be a non-native speaker of English. In that respect, the dialogue did not look very authentic. No interactions occurred only between non-native speakers in the book; thus, the growing number of non-native English speakers that constitute most users of English was not translated into CB2, either. Figure 4.5. demonstrates samples of patterns of communication taken from CB1 and CB2.

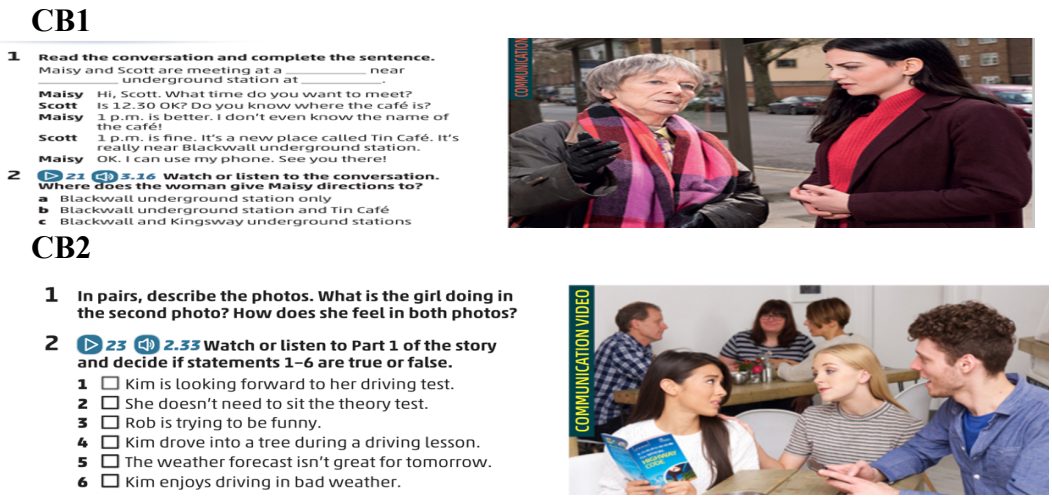


Figure 4.5. *Patterns of communication depicted in CB1 and CB2*

Considering the findings above, it can be seen that communication occurs only between native speakers of English, except for a handful of cases in which natives and non-natives are shown to interact in the analysed books. In addition, no interactions can happen only between non-native speakers of English. The reality that today, most speakers of English are non-native speakers from Outer and Expanding Circles, and most communicative interactions involve NNSs is not permeated into the coursebooks.

Another important aspect of English coursebooks is the topics covered in reading, listening, or speaking activities. CB1 and CB2 were analysed regarding their coverage of topics that learners frequently encounter in cross-cultural communication, such as their own country, personal interests/ experiences, and popular culture-related subjects. The findings related to this are shown in Table 4.3.

Table 4.3. *Cross-cultural communication topics in CB1 and CB2*

	CB1		**CB2**	
	n*	**%**	**n***	**%**
Topics about learners' own country	10	13	9	9
Topics about personal interests/experiences	34	42	34	35
Topics about popular culture	31	39	36	38
Other	5	6	17	18
Total	80	100	96	100

n*= Number of codes

As the table above suggested, CB1 incorporated topics that learners would probably encounter in cross-cultural communication. The most frequently mentioned topics in CB1 were related to personal interests, which ranged from learners' phone use and eating habits to their summer plans. Topics about popular culture were also widespread in the book. Movies, technology, and sports were among the popular cultural themes identified in the book. Furthermore, topics about learners' own country were covered in the book, though their frequency was lower than those about personal interests/experiences and popular culture.

It should be noted that all three communication topics enabled learners to make a comparison between their own countries and target cultures, thus contributing to learners' intercultural competence. Students were asked to compare their country to the UK and their food culture to that of the UK. Topics that did not fit into any of the topic categories were grouped as "other," and it was discovered that there were five themes that did not relate to any of the other three categories. Moreover, four of these topics concerned target

cultures of British culture, such as a typical school day in England, British food, the first gaming school in the UK, and countries in the United Kingdom.

Though CB2 showed similar results to CB1, the most often discussed topic varied across the two books. Topics about popular culture (n=36) were the most frequently covered topics followed by personal interests and experiences (n=34). Popular topics included social media and fear of missing out, superheroes, healthy living, minimalism, celebrities, and many others while personal topics delved into learners' embarrassing moments, experiences of being cheated, school trips they took, friendship experiences. There were topics related to learners' culture, such as their breakfast rituals, customs of hosting guests, and hospital etiquette. Seventeen topics that did not match the aforementioned three main topics, such as bullying, theft, ethical issues, and procrastination, were grouped as "other." The four topics categorised as others focused on the UK. Figure 4.6. offers a snapshot of the cross-cultural topics covered in CB1 and CB2.

CB1



CB2

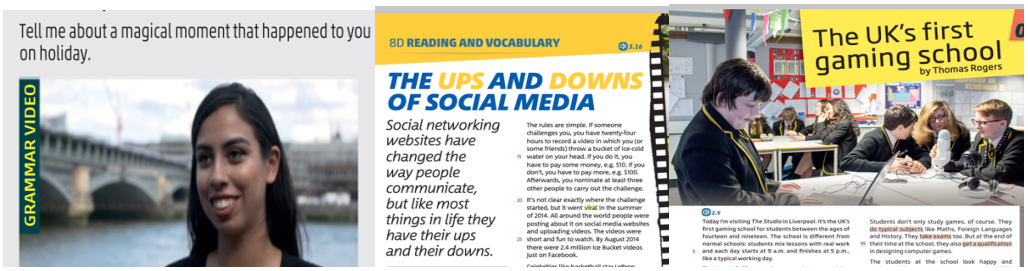


Figure 4.6. *Cross-cultural communication topics covered in CB1 and CB2*

Most topics covered in CB1 and CB2 focused on personal interests/experiences and popular culture. Topics related to learners' own culture were less often covered by comparison. There were parts in the speaking sections where learners were encouraged to compare their culture to British culture. Apart from that, the books did not address topics that aimed to raise learners' intercultural awareness of different cultures.

Another point to consider when evaluating the coursebooks from an ELF perspective is whether the books incorporate other varieties of English apart from British English (BrE) and American English (AmE) and present English as one of the languages in people's linguistic repertoire used in multilingual contexts. In that sense, both CB1 and CB2 were analysed regarding the overall language ideology they promoted. That is, whether the books reflected English as a native language or a language with different varieties was investigated. To that end, it was analysed whether speakers of English depicted in the books were native or non-native, whether accents employed in the books involved other accents rather standard British accent, Received Pronunciation (RP) and standard American accent, General American (GA), grammar and vocabulary introduced in the books involved any examples of other varieties of English rather than British or American English. As for multilingualism, references to multilingualism in the books were examined. The findings concerning the language ideology identified in the books are demonstrated in Table 4. 4.

Table 4.4. *The language ideology promoted in CB1 and CB2*

	CB1	**CB2**
Native Speakerism	native speakers: Received Pronunciation (RP), standard grammar and spelling rules (BrE), vocabulary (BrE)	native speakers; Received Pronunciation (RP) and local/regional British accents, standard grammar and spelling rules (BrE), vocabulary (BrE)
Varieties of English	American English, Australian English, and Scottish English	American English and Scottish English, vocabulary from American English
Multilingualism	a couple of words from other languages	an instance of multilingualism

The table above provides a general picture of the language ideology advocated in CB1 and CB2. Going into detail, one can see that native speakerism is the dominant ideology in both books. As for CB1, native speakers were depicted as the users of English both in written and spoken communication involving different people and in monologues where the individual speakers and narrators of the documentary videos in the book were all British native speakers of English. Of all the interactions and individual talks introduced in the book, only seven exposed learners to non-native speakers of English. The pronunciation model adopted in the book was Received Pronunciation (RP), namely standard British accent, given that pronunciation sections in the book were based on RP

and learners were prompted to pronounce the words in accordance with RP in pronunciation activities. Learners were exposed to standard grammar and spelling rules in line with BrE; there were no examples of non-standard use of grammar or spelling in the book. The vocabulary introduced in the book did not reflect any variations from the standard and formal vocabulary used in BrE. The only exceptions were the informal British words "wellies" and "soccer," commonly used in American English.

Varieties of English depicted in CB1 were limited to other native accents, namely American, Australian, and Scottish accents. Eleven different tracks exposed learners to the American accent, and a couple of people spoke with Australian and Scottish accents. Apart from these, the book did not incorporate any other varieties of English. Multilingualism was superficially covered in the book; the only instances of multilingualism were limited to a few words mentioned in the text. For instance, it was stated in the book that Welsh was spoken in Wales in addition to English, and the Welsh word for Bore da, which means good morning in English, was mentioned. Besides that, the book addressed the concept of doppelganger, a loanword from German yet there was no specific information about the word's origin. English was only presented as a global language via a reading text about going to space. A part of the text introduced English as an international language read: "For a start, if you want to be a good astronaut, you have to be able to speak English, the international language of space. International Space Station (ISS) and NASA" (SB, p. 123). That was the only indicator of English used as a lingua franca in the book.

Concerning the language ideology promoted in the *High Note series*, *n*ative speakerism emerged as the leading ideology in the book, as discovered in CB1. An overwhelming majority of the users of English featured in the books were native speakers of English, particularly British English speakers. Individual talks and conversations involving different interlocutors were filled with British speakers of English, and the videos in the books were narrated by British speakers of English. In contrast, the book featured only five non-native speakers of English. Learners were exposed to RP, the standard British accent in CB2. What differed in CB2 was that the book introduced local/regional accents used in the UK in addition to RP; there were instances of local British accents in nine different listening tracks. Standard British English rules regarding grammar, spelling, and vocabulary instruction were followed in the book. Unlike CB1, there were some examples of non-standard use of grammar, such as 'gonna' and 'ain't.'

Informal words, including telly, peckish, gran, and to get the blues used in British English, were introduced in the book.

Varieties of English in CB2 were restricted to accents and several words from AmE. Learners were exposed to the American accent, that is, General American (GA), nineteen different times via listening tracks and videos in the book. In addition to GA, some vocabulary such as subway, elevator, and cab, which are commonly used vocabulary in America instead of their British equivalents, like tube/underground, lift, and taxi, were mentioned in the book to highlight lexical differences between American and British English. There was one reference to multilingualism in the book. A listening track involved an interview with trilingual teenagers David and Anna, who could speak English, French, and Spanish. When asked about their feelings about being trilingual, Anna stated that it was cool to speak three different languages, that it was good for everyone to learn languages, and that she was learning German at school. Another example of multilingualism was the Turkish word "kahvaltı"; the meaning of this word was explained in the book. However, apart from these brief mentions, there was no special or extra effort to underline multilingualism or the relevance of multilingualism in today's world.

Considering the findings related to the language ideology brought to the fore in the analysed books, English is promoted as a native language rather than a lingua franca with distinct native and non-native varieties. Furthermore, neither of the books presents English as a common language used by people in multilingual settings. The books solely depend upon native varieties of English as linguistic models to teach English. Learners are mainly exposed to BrE and occasional uses of AmE. Besides these two native varieties, Australian English is used a few times. Non-native varieties of English can hardly be identified in the books. Considering the aforementioned points, the central language ideology is native speakerism in the books.

All in all, two coursebooks used in the research context were examined to identify how they represent ELF. To this end, representations of different cultures, patterns of communication, the content of cross-cultural topics, the dominant language ideology advocated in the books were analysed. The findings gathered from the analysed books revealed that they overlooked the global status of English as a lingua franca while they stuck to representing English as a native language used by its native speakers. Firstly, the representation of cultural components (persons, products, practices, and perspectives)

mainly focused on Inner Circle countries, that is, English-speaking cultures. Besides, the communicative interactions mostly involved only native speakers; the use of English as a lingua franca between non-native speakers of English or between native and non-native speakers of English was not reflected in the book. The topics addressed in the books were concerned with personal interests/experiences and popular culture. Thus, the analysed books did not foster intercultural awareness in learners. Regarding the language ideology promoted in the books, the linguistic model adopted in both books was BrE in grammar, spelling, vocabulary, pronunciation and the standard British accent; RP was utilised in the books. AmE was the only variety of English depicted in multiple linguistic aspects, such as pronunciation and vocabulary, in the book.

Apart from the coursebooks employed in the research context, ELF awareness of Turkish EFL instructors who work in the research context were investigated in the following subsection.

4. 3. RQ2: What is Turkish EFL instructors' awareness of English as a lingua franca?

In order to investigate Turkish EFL instructors' awareness of ELF in their teaching contexts, an ELF-awareness questionnaire (Bayyurt et al., 2019) was administered. Firstly, to identify teachers' responses to the questionnaire on a five-point Likert scale, the instructors' responses to items were examined using descriptive statistics (percentages). That is, scores given by the instructors to each one of the items were calculated in percentages based on a continuum ranging from 1 to 5. Statements varied from 1 (strongly disagree) to 5 (strongly agree) or (not important) to very important (5) depending on the section of the questionnaire. Higher numbers indicated agreement with the statements, while lower numbers revealed an opposite inclination. Negative statements in each section were subjected to reverse coding to ensure consistency with the other items. The descriptive statistics were run as instructed by Bayyurt et al. (2019). A total of 42 EFL instructors answered the questionnaire. The questionnaire had five sections: cultural awareness of ELF in ELT, language awareness of ELF in ELT, instructional awareness of ELF in ELT, awareness of non-native and native speaker interactions, and awareness of non-native and non-native speaker interactions. Descriptive statistics related to statements in each section were given consecutively to unveil Turkish EFL instructors' awareness of the representation of ELF.

The first section of the questionnaire sought to identify participants' attitudes towards fostering awareness in learners about native- and non-native English-speaking cultures and similarities and differences between their own culture and target culture. This section also examined Turkish EFL instructors' views on exposing learners to British and American cultures and non-native cultures through teaching materials used in classrooms. Table 4.5. demonstrates the findings related to the *participants' cultural awareness* related to ELF.

Table 4.5. *Aspects related to cultural awareness of ELF*

		Teachers' responses in percentages					
		1	**2**	**3**	**4**	**5**	**Total**
Non-native speakers of English should learn about the culture of both the target language and other cultures to communicate successfully in English.	%	0	9.5	9.5	64.3	16.7	100
It is essential to teach the students the similarities and differences between the native English-speaking countries and their own country.	%	0	2.4	28.6	52.4	16.7	100
Students do not need to know about the cultures of native speakers of English to communicate successfully in English.	%	28.6	52.4	14.3	4.8	0	100
Students need to know the similarities and differences between their own culture and other cultures.	%	0	2.4	19.0	69.0	9.5	100
ELT materials should include cultural elements from Britain and/or the USA.	%	0	4.8	14.3	61.9	19.0	100
ELT materials should include cultural elements from countries around the non-native English-speaking world.	%	2.4	0	23.8	57.1	16.7	100

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The table above shows the participant teachers' responses on items concerning cultural awareness concerning ELF in ELT. A significant percentage of the participants accepted the idea that learners should be taught about non-native English-speaking cultures (agree + strongly agree = 81.0%) and these cultures should be introduced via materials designed to teach English (agree + strongly agree = 73.8%). Moreover, Turkish EFL instructors accepted the relevance of teaching their learners similarities and differences between their own culture and the English-speaking world (agree + strongly

agree = 69.1%) in EFL contexts. Moreover, the participants supported the idea that an awareness of native speakers' cultures was fundamental in language teaching, as most of them disapproved of the fact that students did not need to know about the cultures of native speakers of English to successfully communicate in English (disagree + strongly disagree = 81%). In addition, the participants' responses demonstrated their support for incorporating native-speaking cultures, namely American and British cultures, into materials used in English classes (agree + strongly agree = 80%).

Considering the participants' responses, Turkish EFL instructors in general displayed an awareness of the cultural representation of ELF and were aware of the role of cultures other than the British and American cultures in their teaching context. Furthermore, descriptive statistics related to the cultural awareness of ELF put forward that the instructors were open to the idea that coursebooks and materials might include the representations of different cultures, albeit a need to include elements related to British and American cultures as well.

The second section of the questionnaire focused on Turkish EFL instructors' awareness of ELF regarding native varieties and native speakers. That is, instructors were questioned about their attitudes towards native varieties and native speakers while teaching English. Firstly, Turkish EFL instructors were prompted to think about whether their students would need English to communicate with native rather than non-native speakers and whether it was important to attain native-like proficiency and pronunciation while learning English. This section encouraged Turkish EFL instructors to think whether native teachers and non-native teachers of English should have a native or a standard accent and whether materials used in the classrooms should only be developed by native speakers. The findings related to the participants'' awareness of native varieties and native speakers are displayed in Table 4.6.

Table 4.6. *Aspects related to awareness of native varieties and native speakers*

		Teachers' responses in percentages					
		1	**2**	**3**	**4**	**5**	**Total**
It is more important for students to be able to communicate with native speakers of English than non-native speakers of English.	%	14.3	42.9	16.7	14.3	11.9	100

Table 4.6. (Continued) *Aspects related to awareness of native varieties and native speakers*

In learning English, the ultimate goal should be reaching native-like proficiency.	%	16.7	50	16.7	16.7	0	100
English has many varieties, but to be practical, we should only teach American or British English.	%	2.4	4.8	21.4	52.4	19	100
Students should be able to speak English with a native-like accent.	%	21.4	40.5	21.4	16.7	0	100
Materials should include written or spoken texts only produced by native speakers of English.	%	14.3	35.7	14.3	23.8	11.9	100
Native English-speaking teachers should speak with a British or American accent.	%	7.1	26.2	33.3	23.8	9.5	100
Native English-speaking teachers must have a Standard English accent.	%	4.8	33.3	11.9	40.5	9.5	100
Non-native English-speaking teachers should speak English with a British or American accent.	%	9.5	45.2	23.8	19.0	2.4	100
Non-native English-speaking teachers must have a Standard English accent.	%	7.1	23.8	16.7	42.9	9.5	100
Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	%	2.4	21.4	28.6	42.9	4.8	100

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The table above shows Turkish EFL instructors' perspectives on native varieties and native speakers. The findings revealed that a higher percentage of teachers knew that as a learning goal, communicating successfully with non-native speakers of English was not less insignificant than communicating with native speakers of English (disagree + strongly disagree = 57.2 %). It was also found that a higher percentage of participants did not favour the view that students were required to acquire native-like competence of

English (disagree + strongly disagree = 66.7%) or speak with a near-native accent (disagree + strongly disagree = 61.9%). As for native speakers and native accents, the findings indicated that the participants were less determined with the view that native English-speaking teachers needed to speak with a British or American accent (agree + strongly agree = 33.3%), (disagree + strongly disagree = 33.3%). What is more, the participants who expressed neutrality on the same item had a similar percentage (neutral = 33.3%).

The findings manifested that more participants believed that native speakers needed to have a standard accent (agree + strongly agree = 50 %) when compared to those who were opposed to this view (disagree + strongly disagree = 38.1%). Nevertheless, the participants were found to share less certain perspectives on non-native English teachers' accents. It was discovered that the participants did not support the view that non-native teachers should have an American or British accent (disagree + strongly disagree = 54.7 %) compared to those who endorsed the view (agree + strongly agree = 21.4%). However, most participants agreed that non-native teachers should speak with a standard English accent (agree + strongly agree =52.4%). The findings also showed that more participants agreed that non-native teachers of English should follow native speaker models to communicate effectively in English (agree + strongly agree =47.7%) compared to those who disagreed (disagree + strongly disagree =23.8%). Another finding that confirmed the participants' indecisive stance towards ELF was related to their responses to teaching materials. The number of participants who dissented that teaching materials should be developed only by native speakers of English (disagree + strongly disagree =50 %) was not substantially different from those in favour (agree + strongly agree =35.7%).

Given their responses, Turkish EFL instructors displayed an awareness of viewing English as an international language used to communicate with native and non-native speakers of English, and they did not consider native-like proficiency or accent as end-goal in language learning. Nonetheless, they were less certain about other aspects such as teaching materials, accents spoken by native and non-native teachers of English, and linguistic models followed by non-native teachers of English. Descriptive statistics demonstrated that Turkish EFL instructors showed a pro-native-speaker attitude towards material development. In addition, they revealed pro-native speaker views concerning teaching practices in actual classroom settings. That is, though most of the participants were cognisant that neither native teachers of English nor non-native teachers of English

should speak with a British or American accent, they still believed that a British or American accent should be adopted in English classes and both native and non-native teachers should speak with a standard accent.

The third section of the questionnaire concerns awareness of communication goals. The questionnaire asked Turkish EFL instructors their opinions about teaching English to interact not only with native speakers but also with non-native speakers, the role of intelligible accent and accurate grammar in having successful interactions with native and non-native speakers of English, the effect of familiarising learners with non-native varieties on their language learning and accents and roles of native teachers of English in this section. Table 4.7. shows participants' responses concerning awareness of communication goals in multilingual and multicultural EFL contexts.

Table 4.7. *Aspects related to awareness of communication goals*

		Teachers' responses in percentages					
		1	**2**	**3**	**4**	**5**	**Total**
Students need to learn English to communicate with native and non-native speakers of English.	%	0	0	2.4	33.3	64.3	100
An intelligible accent is essential for successful communication among native and non-native speakers of English.	%	0	4.8	9.5	42.9	42.9	100
Accurate grammar is essential for successful communication among native and non-native speakers of English.	%	2.4	14.3	45.2	38.1	0	100
Exposing students to non-native varieties of English has an impact on students' language learning.	%	2.4	4.8	28.6	47.6	16.7	100
Native English-speaking teachers must have a Standard English accent.	%	7.1	23.8	21.4	31.0	16.7	100
Native English-speaking teachers' job is to teach students how to communicate in English.	%	0	0	7.1	61.9	31.0	100

1=Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

The table above demonstrates participant instructors' responses concerning the awareness of communication goals. Overall findings in this section revealed that the

majority of the participants shared similar perspectives on the issues raised in this section. All the participants agreed that the students learn English to communicate with both native speakers of English and non-native speakers of English (agree + strongly agree = 100 %). Another point that the participants accepted unanimously was that the role of native teachers was to improve learners' communication skills in English. The findings also demonstrated that many participants acknowledged the importance of an intelligible accent to successfully communicate in English (agree + strongly agree = 85.8%). As for the role of accuracy in successful interactions in English, the findings spotlighted that most participants remained impartial (neutral = 45.2%) or in agreement (agree + strongly agree= 38.1%), unlike the participants' determined stance on the significance of intelligibility. The findings suggested that the participants accepted the important role of introducing non-native varieties in language classes as they mostly agreed that exposing students to different varieties of English affected their language learning (agree + strongly agree = 64.3%). In short, Turkish EFL instructors were aware of the role of English as a common language used to interact with non-native speakers and non-native speakers with an intelligible accent rather than a native-like accent.

The fourth and fifth section pertain to different aspects involved in interactions between native speakers and non-native speakers of English and interactions occurring only between non-native speakers. Participants' views on the role of gestures and facial expressions, vocabulary, accent, knowledge of grammar, the establishment of the identity of users of English, knowledge of native-speaker culture, knowledge of non-native culture, use of communication strategies such as repetition, rephrasing, codeswitching, the use of native speaker norms in native speaker-non-native speaker interactions and non-native speaker-non-native speaker interactions were questioned in this section. Table 4.8. demonstrates teachers' responses regarding native-non-native speaker (NS-NNS) interactions and non-native-non-native speaker (NNS-NNS) interactions.

Table 4.8. *Aspects related to NS-NNS and NNS-NNS interactions*

	Teachers' responses in percentages										
	1		**2**		**3**		**4**		**5**		**Total**
	NS & NNS	**NNS & NNS**	**NS & NNS**	**NNS & NNS**	**NS & NNS**	**NNS & NNS**	**NS & NNS**	**NNS & NNS**	**NS & NNS**	**NNS & NNS**	

Table 4.8. (Continued) *Aspects related to NS-NNS and NNS-NNS interactions*

Gestures/facial expressions	%	0	0	0	0	4.8	2.4	52.4	50.0	42.9	47.6	100
Vocabulary	%	0	0	0	0	2.4	0	54.8	66.7	42.9	33.3	100
Accent	%	2.4	0	14.3	14.3	40.5	45.2	28.6	35.7	14.3	4.8	100
Knowledge of grammar	%	0	0	2.4	4.8	28.6	23.8	57.1	57.1	11.9	14.3	100
Establishing one's own identity	%	7.1	7.1	14.3	9.5	35.7	38.1	38.1	38.1	4.8	7.1	100
Knowing about the native-speaker culture	%	2.4	2.4	2.4	16.7	35.7	26.2	47.6	45.2	11.9	9.5	100
Knowing about the non-native-speaker culture	%	2.4	2.4	11.9	9.5	26.2	26.2	50.0	52.4	9.5	9.5	100
Use of communication strategies*	%	0	0	0	0	4.8	9.5	47.6	45.2	47.6	45.2	100
Use of the native speaker norms**	%	0	4.8	21.4	16.7	28.6	31.0	40.5	40.5	9.5	7.1	100

1=Not important= 2=Slightly important 3=moderately important 4=Important 5=Very important Use of communication strategies* = use of communication strategies (e.g., repetition, rephrasing, codeswitching, etc.) Use of the native speaker norms**= Use of the language according to native speaker norms

The table above displayed the participants' responses about various aspects involved in native speaker-non-native speaker and non-native speaker-non-native speaker interactions. The findings showed that the participants' opinions differ slightly regarding NS-NNS or NNS-NNS interactions. A majority of the participants expressed that gestures, vocabulary, and communication strategies were very important both in native speaker-non-

native speaker interactions or non-native speaker-non-native speaker interactions, with responses having an average of 90% or higher percentages for each component. The findings also showcased that the participants considered grammatical knowledge to be very important in native speaker-non-native speaker interactions (important + very important = 69%) and somewhat more important for non-native speaker-non-native speaker interactions (important + very important = 71.4%). Another aspect that the participants deemed important was the cognisance of cultures of native-English speaking countries and non-native-English speaking countries. An awareness of native-English speaking cultures was considered important by the participants in slightly different percentages for native speaker-non-native speaker communication (important + very important = 59.5%) and for non-native speaker-non-native speaker communication (important + very important = 54.7%). In a similar vein, an awareness of non-native-English speaking cultures was believed to be very important by the participants both for native speaker-non-native speaker communication (important + very important = 59.5%) and for non-native speaker-non-native speaker communication (important + very important = 61.9%). The participants expressed that the use of native speaker norms was more important in (important + very important = 50%) in native speaker-non-native speaker communication when compared to non-native speaker-non-native speaker interactions (important + very important = 47.6%)

Findings revealed that the participants remained less clear concerning the relevance of accent and identity of users of English. The number of participants who found these aspects moderately important and those who viewed these aspects as important and very important came close. The findings uncovered that the number of participants who regarded accent as important and very important (important + very important = 42.9%) was very similar to that of those who believed that it was somewhat important (moderately important = 40.5%) in interactions occurring between native speakers and non-native speakers. The same tendencies were identified among the participants regarding the role of accents in interactions between non-native speakers (important + very important = 45.2%; moderately important = 40.5%). As regards establishing identity, it was found that the participants showed similar tendencies to those of the accent. The number of participants who found it important and very important (42.9%) was close to the number of those who considered it to be moderately important (35.7%) in the interactions between native speakers and non-native speakers. The percentage of the participants who regarded identity establishment as important and very

important (38.1%) was slightly lower than the percentage of the participants who found it moderately important (45.2%) in interactions occurring between non-native speakers. Descriptive statistics in this section revealed that Turkish EFL instructors showed ambiguous attitudes towards different dimensions concerning native-non-native and non-native-non-native interactions. They believed that knowledge of grammar, knowledge of native English-speaking cultures, and the use of native-speaker norms played essential roles in native-non-native and non-native-non-native interactions, and they had an indecisive attitude towards the role of accent in these kinds of interactions. On the other hand, they also displayed more ELF-oriented attitudes concerning using pragmatic communication strategies and knowledge of non-native cultures.

The quantitative data regarding cultural, instructional, language awareness related to ELF, ELF awareness in NNS-NS and NNS-NNS interactions in multilingual and multicultural ELT contexts showed a general picture of Turkish EFL instructors' awareness of ELF and their attitudes towards ELF in teaching English. The results showed that Turkish EFL instructors were undecided about integration of English as a lingua franca into language learning and teaching. The participants enrolled in ELF-oriented teacher training also expressed their awareness of ELF via the qualitative data gathered through semi-structured interviews, which might explain Turkish EFL instructors' ambiguous views on the role of ELF in language teaching. Even though these interviews were generally about the ELF training, the participants also shared their opinions on their awareness of ELF before the training. Hence, several quotes were extracted from the interview data to display the instructors' awareness of ELF to support the quantitative data. The following excerpts from the semi-structured interviews demonstrate that all participants who joined the ELF awareness training had limited awareness of ELF in their teaching contexts before receiving training.

> T1: *"I have heard of English as a Lingua Franca. I've probably read about it somewhere or heard it from someone. I only knew it in general terms as English as a global language."*
>
> T2: *"English as a lingua franca was something I knew. I knew it in general terms, but I never thought of it as a method we could use in language teaching.*
>
> T3: *"I had heard of such a thing as a lingua franca, but I did not know what exactly it was. I had no idea that this could be something that could be used in class."*
>
> T4: *"I have only been informed about ELF with the training."*
>
> T5: *"Frankly, I did not have any familiarity."*

T6: *"I was aware of the subject. I knew ELF, but I did not know that the scope of ELF had come to this point. I honestly did not know there is a universally accepted ELF-based pedagogy."*

T7: *"Actually, to tell the truth, I was not familiar with ELF."*

As illustrated in the excerpts above, none of the participants except for T6 were familiar with ELF in the real sense. Albeit her familiarity, T6 did not have further knowledge about ELF pedagogy and its implementation in L2 classes. As pointed out in the excerpts above, the participants had very little or no knowledge of ELF or its applicability to language teaching. Even though they had heard about the concept, they did not know it could be practically integrated into teaching practices. After inquiring about the representation of ELF in coursebooks used in the context of the study and questioning Turkish EFL instructors' awareness of the various aspects of ELF, it was revealed that the coursebooks analysed failed to incorporate an ELF perspective towards teaching English and Turkish EFL instructors displayed less than certain attitudes towards ELF.

Considering lack of incorporation of ELF in the coursebooks and Turkish EFL instructors indecisive views towards ELF, a five-week long ELF-oriented teacher training programme was designed and conducted in order to raise participant teachers' awareness of ELF. The following section involves what Turkish EFL instructors thought about implementing ELF-oriented activities in their classes after they were informed about ELF and related issues through the ELF-oriented teacher training sessions.

4. 4. RQ3: What are Turkish EFL instructors' opinions on implementing ELF-oriented activities in their own teaching context?

The third research question aimed to investigate Turkish EFL instructors' views regarding applying ELF-oriented activities in their teaching context. In order to come up with an answer to this question, a five-week ELF-oriented in-service training that dealt with various aspects of ELF was carried out with seven participants following an orientation week and the first week of the training sessions focused on general arguments of ELF and implications of ELF on language teaching. ELF phonology, ELF lexico-grammar, and ELF pragmatics were discussed respectively during the following three weeks, and the final week of the sessions addressed differences between ELF and EFL, criticism of ELF, and ELF scholars' responses to the criticism. During the first half of the

weekly sessions, the participants were informed about ELF and topics related to ELF. Then, they were shown several tasks that reflected the practical application of each week's theme in the second half of the sessions. The participants were asked to implement ELF-oriented tasks in their classes until the following week's sessions, and they were asked to write reflective journals to reflect upon their experiences with the tasks they carried out. When the weekly training sessions ended, semi-structured interviews were conducted with each one of the participants (n=7) in order to gain further insights into their views about applying ELF-focused activities in their teaching environment. Qualitative data collected from the reflective journals and semi-structured interviews were analysed using Constant Comparison Method. The findings obtained from qualitative data regarding the participants' views on using ELF-oriented activities are explained in-depth below.

The qualitative data analysis from the reflective journals and semi-structured interviews unveiled 1380 codes concerning Turkish EFL instructors' views on applying ELF-oriented activities in their teaching context. These codes formed three main categories, namely, *benefits and strengths of implementing ELF-oriented activities* (651 codes), *teachers' gains* (493 codes), and *drawbacks and challenges of implementing ELF-oriented activities* (236 codes). The main categories obtained from the data are displayed in Table 4.9.

Table 4.9. *The main categories related to the implementation of ELF-oriented activities*

Main categories	**n***
Benefits and strengths of implementing ELF-oriented activities	651
Teachers' gains	493
Drawbacks and challenges of implementing ELF-oriented activities	236
Total	1380

n*=Number of codes

4. 3. 1. Benefits and Strengths of Using ELF-Oriented Activities

The main category concerning the benefits and strengths of using ELF-oriented materials in language teaching consisted of six subcategories comprising 651 codes. The subcategories manifested that implementation of ELF-oriented activities yielded various benefits. These tasks positively impacted learners' affective factors such as motivation, awareness and self-confidence, class participation, and tolerance for non-native varieties of English, cultures, and accents. Moreover, they enriched the learning context and enhanced language learning. Apart from these, the integration of ELF-related activities

revealed their applicability to the curriculum of the research context. Finally, the remaining subcategories revealed that applying ELF-focused activities was beneficial in preparing learners of English for probable future scenarios and making English learning seem like a more attainable/realistic goal in learners' eyes. Table 4.10. illustrates the subcategories pertaining to the benefits and strengths of applying ELF-oriented activities.

Table 4.10. *The subcategories related to the benefits and strengths of implementation of EFL-oriented activities*

Subcategories	**n***
Learners' gains	326
Enriching learning context	110
Applicability into curriculum	79
Enhancing language learning	66
Preparing learners for the future	44
Setting realistic/attainable goals	26
Total	**651**

n*= Number of codes

As the table above shows, using ELF-oriented activities brought multiple benefits to the teaching environment. The most expressed benefits were *learners' gains* (326 codes). The teachers mostly expressed their ideas about the gains they observed in their learners depending on how the learners reacted to these activities in class and reflected on their effects. Although this study did not seek to investigate the effects of ELF-oriented activities from the learners' perspective, the teachers mainly commented on how these activities affected their students, primarily via reflective journals. As reported by Turkish EFL instructors, using ELF-oriented activities positively impacted learners. These activities raised their awareness towards ELF, promoted motivation for learning English as a result of their broadened knowledge of ELF, boosted their self-confidence in using English, increased their active participation, and fostered their tolerance for different accents, especially those used by non-native speakers, non-native English-speaking cultures by exposing them a wide range of non-native speakers from different linguistic and cultural backgrounds. The instructors had the chance to observe how learners' attitudes changed when ELF-oriented activities were implemented into English classes; therefore, rather than focusing on the benefits of incorporating ELF-oriented activities into their teaching, they mostly underlined the positive effects of implementing such activities on their learners. The excerpts below show how integrating ELF-focused tasks benefitted learners by boosting their awareness, self-confidence, and motivation and

increasing their class participation and tolerance for nonnative accents, cultures, speakers of English from teachers' perspectives. The following excerpts are samples of teachers' ideas regarding the effects of ELF-oriented activities on creating awareness in learners:

T3: "*It (ELF-oriented activity) was a beneficial activity as it provided students with an interesting video and helped them think and talk about the topic. It also provided awareness about ELF."* (Week 4 - Reflective Journal)

T5: "Students' *awareness of ELF increased in the same way as our awareness did with every training session…*" (Interview)

T6: "*Raising awareness of different accents was eye-opening for students; students said that it was OK not to pronounce like native speakers, and they felt relieved about it.*" (Week 1 - Reflective Journal)

T7: *"They are more aware of the necessity of intelligibility during their communication in a foreign language."* (Week 2 - Reflective Journal)

As can be seen from the quotes above, weekly ELF-oriented tasks that Turkish EFL instructors opted to apply in their classes raised learners' awareness of the different aspects related to ELF. The participants noted that due to exposure to English as a medium of communication by non-native speakers via ELF-oriented activities, learners recognised the importance of conveying messages successfully and being intelligible rather than having a native-like pronunciation.

Another gain brought up by Turkish EFL instructors was the boost in learners' self-confidence. The findings concerning learners' increased self-confidence are highlighted in the quotes below:

T4: *"Language is, after all, something that can be corrupted, and you know it can deteriorate. Creating this awareness in the students with these little ELF-related activities will increase their self-confidence in terms of their use of English, and they will say even if I make a mistake, that is no problem."* (Interview)

T7: *"I do not know if it is true, but knowing ELF creates self-confidence. We say that students fear making mistakes, or ELF eases that fear a little bit; that is one of the goals of ELF."* (Interview)

As the quotes above highlight, ELF-oriented activities helped learners use English with more self-confidence. The quotes by T4 and T7 pointed out that by engaging in ELF-oriented activities, students realised that mistakes were not regarded as a sign of shortcomings in their linguistic knowledge but as a natural part of language learning from

an ELF perspective. Participant instructors stressed that this awareness could and would play a role in reducing students' fear of mistakes.

Another component of students' gains was related to heightened motivation based on responses from the participants. That is, implementing ELF-oriented activities that focused on various accents, types of communication, and different cultural concepts fostered learners' motivation towards English learning. These activities boosted attention in classes and helped learners see language learning differently outside their regular course procedures. The excerpts below illustrate how ELF-oriented activities were effective in terms of motivating students:

> T2: *"The activity grasped the students' attention, and they were eager to talk about their thoughts on the activity."* (Week 2 - Reflective Journal)
>
> T4: "*Even the students who did not participate in the routine flow of lessons and were bored with that routine participated in the lesson saying we were doing something different. In other words, even students also felt that different point of view… That is, they felt a different point of view, and they were more involved when they felt we were doing something different."* (Interview)
>
> T6: *"There were different positive aspects regarding the application of ELF-oriented activities, so the first thing I observed was that these activities directly attracted students' attention in terms of listening to classes, increasing their motivation…"* (Interview)

An additional learners' gain pointed out by Turkish EFL instructors was the active participation of the students. Integrating ELF-oriented activities into classes had a positive impact on students' participation in lessons, as reflected by T5 below:

> T5: *"Students participated voluntarily…I got students' ideas and comments in Turkish, that is feedback to understand what they thought and felt, almost all of them expressed their positive opinions…"* (Interview)

As highlighted by T5, the number of students who participated in the lessons increased as ELF activities prompted them to think and talk about the changing sociolinguistic realities of English, unlike conventional classroom materials that focused only on teaching specific linguistic skills or items.

The last one of learners' gains perceived by participants was the growing tolerance towards non-native speakers of English, non-native accents, and non-native English-speaking cultures due to their familiarity with the diversity of accents, speakers, and

cultures that can be found across the English-speaking world. Excerpts below illustrate findings concerning learners' tolerance for non-native varieties, cultures, and users of English.

> T1: "*...Something that is rude in your language may not be in their language or vice versa. Opening that horizon allows them to understand different cultures, languages, approaches, and be a little more tolerant of themselves and others*." (Interview)
>
> T5: *"Students told me that they would be more alert about different accents and more tolerant about the strong accents they had been uncomfortable with..."* (Week 1 - Reflective Journal)
>
> T7: "*You know, there was a video. It was a street interview with people from different countries… My students found it a little harder to understand native accents. In contrast, they could understand a Colombian person's accent in English more easily when they watched the video… Students might have assumed that they would not understand a Colombian speaking English before watching the video. However, they saw that the Columbian speaker actually had a similar way of speaking to them, and they understood him/her and found his/her pronunciation clear. In other words, students may have developed an affinity for those different cultures that they held with a lot of prejudice against*." (Interview)

As manifested in the excerpts above, the participant instructors noticed that implementing ELF-oriented activities might encourage learners to grow more tolerant of non-native speakers of English, their accents, and their cultures.

As for the second subcategory, *enriching the learning environment* (110 codes), the participants expressed how using EFL-oriented activities positively contributed to diversifying the learning context. The participants emphasised the variety, authenticity, and fun that ELF-focused activities brought into their classes. It should be noted that the variety that ELF-oriented materials introduced into the classroom also involved a diversity of non-native accents and cultures addressed in ELF-oriented activities. The instructors welcomed this variety presented via teaching materials as it would expose learners to diverse accents and cultures, help students normalise non-standard English, and familiarise them with different accents in the real world. The findings related to this subcategory are illustrated in the quotes below:

T2: *"Since these materials are authentic, that difference has been positive in terms of bringing variety to the classes … It was enjoyable to implement ELF-related activities."* (Interview)

T3: *"They were exposed to four different accents of English (non-native accents), which was quite a good experience for them."* (Week 1- Reflective Journal)

T4: *"The activity I prepared to raise awareness and normalise having non-native accents in English accents achieved its goal."* (Week 1- Reflective Journal)

T7*: "As I said, adding diversity to our classes is good. I think that is what ELF brings to the fore. Everything is portrayed perfectly in coursebooks compared to daily life or real life. I think ELF is more natural. I like that ELF avoids a stereotypical, fixed, and smooth representation of language."* (Interview)

As shown in the quotes above, ELF-oriented activities introduced learners to non-native accents and cultures, unlike the coursebooks adopted in the research context, which fail to raise learners' awareness of these issues as they do not incorporate similar activities focusing on non-native accents and cultures. Many classroom materials can be regarded as inauthentic as they are scripted and tailored for classroom use. Unlike them, most of the ELF-oriented materials used in this study involved native and non-native speakers of English from real life who spoke English with their particular accents to express themselves in real communicative contexts. In that sense, the participants perceived the authenticity of ELF-oriented tasks and diversity, which they reflected as important strengths. As stated by T2, using ELF-oriented materials created variety and fun in the class. That is, when these ELF-focused activities were used as teaching materials instead of coursebooks in the classroom, they diversified the learning atmosphere and amused the learners.

The third subcategory as noted by the participants was the *applicability of ELF into the curriculum* (79 codes). The participants pointed out that it was possible to integrate ELF-related activities into lessons and curriculum adopted within the research. The quotes below manifest the findings concerning the applicability of ELF-related materials into language teaching practices.

T7: *"…in the first three modules, our outcomes are compatible with ELF; I think the first three modules give us the possibility of designing our programme from an ELF-oriented perspective or fitting ELF-related activities into our programme."* (Interview)

T7: *"I didn't have any problems applying these activities at all. I applied them by choosing the appropriate time slot during the classes… I also integrated them into the*

programme where they were appropriate, so I feel that they did not come off as irrelevant to students." (Interview)

As stressed by T5 and T7 in the quotes above, having objectives and outcomes compatible with ELF and finding relevant parts in the programme to integrate ELF-related activities made ELF applicable in the teaching context where the participants worked. In this way, they acknowledged the feasibility of integrating ELF-oriented activities that did not stand out as a separate section in the classes, but the ones that would fit in their learning outcomes.

In the next subcategory, *enhancing language learning* (66 codes), the participants expressed their views in relation to the positive impact of ELF-related activities on enhancing language learning. They especially stressed the effect of these activities on improving learners' speaking and listening skills. The excerpts below are examples of the findings regarding the contribution of ELF-related activities to the learners' linguistic skills:

T2: *"I think an ELF perspective will benefit our speaking outcomes the most. It can improve speaking skills. Why? Because ELF is an approach that can lead to speaking without hesitation, without having reservations."* (Interview)

T3*: "The activity was a video of English speakers from different countries talking about their stay in Spain. People in the video talk about their home countries, their reasons for coming (to Spain), and what surprised them in Spain. My students were able to understand English speakers from four different countries. They also improved their listening and note-taking skills."* (Week 2 - Reflective Journal)

T4: *"I think using these kinds of exercises in my classroom helps create awareness among the students about English as lingua franca. Also, it helps improve their language skills."* (Week 1 - Reflective Journal)

As can be noticed in the excerpts above, an ELF approach to teaching English not only makes students aware of the changing sociolinguistic features of English but also helps them improve their language skills. As ELF focuses primarily on spoken communicative interactions, the teachers underlined that doing these kinds of activities positively affected speaking and listening skills in the class. That is, such activities were comprehensible in terms of English, and the students were able to follow the interaction. From the instructors' perspective, this helped to improve students' language skills.

Another subcategory concerning the benefits and strengths of ELF is related to *preparing learners for future needs* (44 codes). The participants expressed that using ELF-related materials offered benefits given that ELF as a concept corresponded to learners' future needs, maybe more than their immediate needs. That is, they remarked that their students might need to use English as a lingua franca in multicultural contexts when they go abroad to travel and study or when they start working; thus, they regarded this as an additional benefit of ELF-oriented activities. The excerpts below reflect findings concerning the participants' opinions on the relevance of ELF to learners' future needs:

> T5: *"Students may go to Erasmus in the future; most of them already want this; it is among their goals…Erasmus is a reality, and it is on their agenda. Apart from that, on Erasmus, they will speak English in social settings, speak English with non-natives, and communicate with non-natives…They will have some official correspondence and so on, they will talk to professors, and I think activities can be done to teach students how to use some official expressions. We can benefit from ELF in that respect."* (Interview)
>
> T6*: "For example, I asked the students whether they would only work with the British in the future, and they said no. They might speak English when working with a German, and they will speak English when working with a Japanese person. Nevertheless, they are not familiar with these people's pronunciation. When they come into direct contact with these people, they will have difficulty understanding them until they get used to their accents. Exercises that prepare students for these kinds of situations do not exist in the textbooks… They always listen or will only listen to British or American English. However, they will often speak English with others, like German, Italian, or Spaniard. They will have pronunciation and listening problems if we do not provide them with support, which will create a little more awareness."* (Interview)
>
> T7*: "ELF may be necessary for students who plan to go abroad and will work in a context where they can use English actively. In this sense, if we integrate ELF into our programme, the students will be aware of some things. You know, maybe it will be an advantage."* (Interview)

As indicated in the quotes above, Turkish EFL instructors believed that their learners would need to use English as a lingua franca rather than a foreign language in

their future education and professional work life. Hence, they considered ELF very relevant to their learners' future goals. They described that relevance as another benefit that ELF-oriented activities might provide in their teaching context.

The final subcategory that emerged regarding the benefits and strengths of using ELF-oriented activities was *setting realistic goals* (26 codes). As perceived by Turkish EFL instructors, integrating ELF into teaching practices was beneficial in terms of making English learning look more realistic or attainable to learners. Since the primary purpose of language learning is to be able to communicate with a clear and understandable accent instead of attaining a native-like accent or a native-like proficiency in English from an ELF perspective, the participants stated that the application of ELF-oriented materials might help the learners perceive learning English as a more realistic and attainable goal. In other words, as ELF differs from the traditional perspectives on teaching English in the sense that standard native English spoken by native speakers of English in inner-circle countries, mainly British and American English, is not put forward or set as the primary goal, learners might start to sense that learning English is not as challenging as they believe it to be. The following excerpts illustrate this point:

> T1: *"I think our students always have an idea that English is in such a distant place as if it is a mountain to climb. Therefore, I think it can be difficult for us to teach English when compared to other countries. That is why, for example, I saw ELF as something encouraging in this sense. In fact, via ELF, we tell the student that this is not a mountain but a communication model. Because our books are very oriented towards the British and American accents and it is like…you have to speak to them…you do not necessarily have to learn British or American English in its most perfect form, the goal is communication…"* (Interview)
>
> T3*: "I think the lingua franca, that is when we do such activities when we talk afterwards about it, or when we talk, the students get a little frustrated…I think it was good for them to understand that we should not get stuck on such details. […] It was good to create awareness among students that communication is important, intelligibility is important, everyone tries to do something in their own way to learn English, and everyone makes mistakes using English."* (Interview)

As the quotes by T1 and T3 point out, as ELF distances itself from conventional language teaching perspectives that prioritise teaching standard native English, it creates more sustainable goals for learners to achieve while learning English.

The data obtained from each of the seven participants was also examined separately to better analyse findings concerning the benefits and strengths of using ELF-oriented activities. Learners' gains, especially the boost in learners' self-confidence and motivation, were stressed by all the participants. The subcategories concerning enriched learning context were highlighted by T2 and T7. In particular, T2 put emphasis on the variety that ELF-oriented activities brought into the class and appreciated the authenticity of ELF-oriented materials that she used in her classes. Another subcategory, setting realistic goals, was emphasised by T1 and T5. The applicability of ELF to the curriculum was most frequently mentioned by T5. It was also found that T4, T5, T6, and T7 regarded ELF as relevant in preparing learners for their future needs. The remaining categories were expressed by most of the participants.

In short, participants' opinions regarding the use of ELF-oriented tasks unveiled a wide range of benefits and strengths. The participants stressed the positive impact of the ELF-oriented activities on learners' awareness, self-confidence, and motivation in terms of using and learning English, as well as their active participation in classes and tolerance for non-native speakers of English, non-native accents, varieties, and cultures. Participants also remarked that integrating ELF-focused tasks created an enriched learning atmosphere in the class as they were primarily authentic materials taken from real-life contexts, enjoyable, and perceived as different and interesting by the learners. Furthermore, learners had the chance to listen to non-native accents and learn about non-native cultures via ELF-oriented tasks, unlike English textbooks, which generally expose learners to native accents and cultures. An essential strength of ELF-oriented activities was that they were perceived as applicable, as ELF was found to be compatible with the curriculum and aligned with the learning objectives and outcomes in the study context. Using ELF-focused tasks contributed to enhancing language learning, particularly in terms of speaking and listening skills, as reported by the participants. Using ELF-focused activities in English was beneficial, given that these activities with less focus on standard native English might help learners see language learning as a more attainable and realistic goal and prepare them for their future use of English in multicultural communicative settings. Besides the benefits and strengths reported by the participants, receiving ELF-oriented training paved the way for various gains for teachers, which are explained in detail in the next section.

4. 3. 2. Teachers' Gains

The main category concerning teachers' gains consisted of six subcategories with a total of 493 codes. The subcategories in relation to teachers' gains demonstrated that the Turkish EFL instructors increased their awareness of ELF and issues concerning ELF, adopted a critical perspective towards coursebooks, developed potential for designing ELF-oriented tasks into future teaching practices, and displayed a willingness to integrate ELF into language classes thanks to the training that they received. In addition, the participants integrated ELF into their teaching context, gained hands-on experience in developing ELF-oriented materials, and got more flexible towards their approach to language teaching learners' mistakes. Finally, they expressed other gains, such as professional development and hands-on experience in integrating ELF into language teaching, as the training enabled the participants to improve themselves professionally and gave them the chance to apply ELF-focused materials in their classes. In Table 4.11., the subcategories concerning teachers' gains during the training sessions are demonstrated in detail.

Table 4.11. *The subcategories related to teachers' gains*

Subcategories	**n***
Awareness of ELF and issues related to ELF	242
Critical perspective towards coursebooks	109
Potential and willingness to integrate ELF into the classroom	99
Hands-on experience in material preparation	21
Flexible attitude towards language teaching	16
Other(s)	6
Total	**493**

n*= Number of codes

As the table above illustrates, ELF-oriented training contributed to the teachers in multiple respects. The most frequently mentioned teachers' gain by the participants was a general *awareness of ELF and issues related to ELF* (242 codes). Turkish participants were aware of ELF and interrelated issues such as intercultural competence, the primacy of communication, native speakerism, language ownership, the importance of establishing one's native identity, current sociolinguistic realities of the English language, and the role of intelligibility and accommodation strategies in communication. As stated earlier, the participants had limited knowledge of ELF before the training sessions; most only knew the concept in simple terms. The training sessions, where the participants were exposed to the theoretical side of ELF and ELF-oriented sample tasks focusing on its

practical application, equipped them with an awareness of ELF and its applicability in general. The excerpts below demonstrate how the training sessions helped them increase their awareness.

> T4: *"This training and getting informed about ELF have given me a certain degree of awareness as a teacher. I mean, yes, I knew that our students would eventually be in contact with people from different countries in different situations, maybe in different countries, or even in this country…Maybe we were aware of this, but I did not know how it could be taught in the classroom or how to create that awareness in the student."* (Interview)
>
> T5: *"I have heard the term lingua franca before, but honestly, it was not something I took the time to learn more about…I learned a lot in this training…I also saw that I was a little bit instinctively close to the ELF perspective, but of course, we delineated the boundaries of ELF a little more in the training sessions. I based that instinctive thing on a little more knowledge, and I think I gained a lot during this training."* (Interview)
>
> T6: *"Frankly, I did not know that ELF was being addressed on such an academic level. I did not know how to put ELF and related issues into words or how to express them, and I was not aware that they were being discussed more openly in academic circles. I didn't think much about how I could inform my students about it consciously or fill students' knowledge gaps in that regard or make up for the shortcomings of the books."* (Interview)

As can be seen in the excerpts above, the participants expressed that even though they were not completely oblivious to the varying role of English, it never occurred to them that this new role was conceptualised, and that the theoretical conceptualisation could be practically implemented in actual teaching contexts. In other words, the training benefited the participants as they acquired knowledge about ELF and how this knowledge can be reflected in the classrooms.

The ELF-oriented in-service teacher training that Turkish EFL instructors received helped them gain insights into the issues that the ELF is mainly concerned with. Turkish EFL instructors remarked that they were made aware of the significance of intercultural competence. The awareness of intercultural competence that the instructors acquired in the training sessions made them realise the necessity of creating that awareness in learners through ELF-oriented activities. In other words, they realised the

importance of instilling intercultural communicative awareness in learners to enable them to use English in accordance with its role as an international language used within pluralistic communicative contexts involving native and non-native speakers of English. The excerpts below display the findings regarding awareness of intercultural competence.

> T1: *"I realised that students need to be more exposed to people outside these inner circle countries. Normally, I always move away from the book, and I find listening and reading materials in line with the themes in the book. However, I never specifically considered introducing intercultural aspects and different countries via these materials. So, I realised its importance. I think it is necessary to expose the student to this."* (Interview)
>
> T7: *"There are some aspects of ELF that we learnt in training; that is, language learning involves intercultural competence, or using the language involves intercultural competence. It is better to learn some subjects in context as we cannot teach these things within a classroom context; therefore, we thought that students would learn some things in natural settings."* (Interview)

Apart from intercultural competence, recognising that ELF prioritises communication and intelligibility in interactions involving people from different lingua-cultural backgrounds was another awareness that the participants gained during the training sessions. Furthermore, the participants noted that they became cognisant that the way people speak English can or should reflect their identity. It was worth mentioning that the participants recognised the current sociolinguistic realities of the English language, including the ratio of non-native speakers versus native-speakers as a part of their heightened awareness of ELF-related issues. The following excerpts illustrate teachers' gains regarding the aforementioned issues.

> T3*: "What I like about ELF is that it emphasises that maintaining communication is important in cultural exchanges; that is, people from different cultures get their messages across by speaking the same language, and they can express themselves easily."* (Interview)
>
> T7*: "The aim of ELF is intelligibility… I think ELF puts more emphasis on communication."* (Interview)

T7: *"Because different cultures use English differently, since every culture uses this language to reflect its characteristics and identity, we do the same. This is quite normal; I am aware of that now."* (Interview)

T2: *"... We have realised that most of the people that our students will interact with will not be native speakers of English after all based on statistical data in the articles that we read…I have never thought about the number of native speakers of English. To my surprise, the number of non-native speakers has considerably exceeded that of native ones."* (Interview)

T7: *"I can say that my awareness of the subject has increased; I realised that it was not only one single correct variety of English, but the English of the countries, and I thought that English had become the language of a larger community, not a small community that was the original owner."* (Week 1 - Reflective Journal)

As the quotes by different participants stress, teachers were enlightened about various ELF-related issues; thus, some of their existing assumptions were reshaped as a result of having conducted ELF-oriented activities in their classes. As the quotes by T3 and T7 show, the participants were informed about ELF's focus on communication and the role of intelligibility. Additionally, as pointed out by T2, they were not aware of the cultural makeup of users of English despite the growing number of non-native speakers of English, and they only recognised this after receiving the training. As remarked by T7, the plurality of English became more evident to the participants.

In the second subcategory, *critical evaluation of coursebooks* (109 codes), Turkish EFL instructors reported that they adopted a critical perspective toward the coursebooks they used and started to evaluate them from an ELF perspective after receiving the training. During the practical side of the weekly training sessions, the participants were shown parts from a coursebook previously used within the research context, and they were prompted to consider whether or not ELF was reflected in the book. Exposing the participants to these kinds of activities enabled them to elaborate on the representation of ELF in the coursebooks from various aspects. In this way, they became critical of the coursebooks they used and realised the potential of using ELF-oriented activities as a support to existing materials. The excerpts below illustrate the findings concerning this subcategory.

T3: *"I developed a critical perspective towards coursebooks, for example. From now on, when I examine the coursebooks, I can pay attention to this, you know, I*

can look at whether there are different cultures and different accents in them." (Interview)

T4: *"As far as I can see, ELF is not represented in our books. What we see is only standard use of language and standard native speakers, and Europe, with its countries and its cultures, seems to be more predominant. There are conversations where there are not many communication breakdowns; there are smooth and problem-free conversations. In this sense, there are no ELF representations or very few if there are any."* (Interview)

T5: *"I think ELF is non-existent in High Note; that is, the ELF perspective and approach is missing. We are always bombarded with native speakers and native cultures."* (Interview)

T6: *"Our book is full of British culture…Even in a fill-in-the-blank grammar exercise, they give an example of something from their own culture; they tell their history there…You know, it would be better if there was something from Germany, Italy, or information about different countries."* (Interview)

As the excerpts above point out, teachers were able to analyse the coursebooks after receiving the ELF-oriented teacher training in terms of incorporating accents other than native accents, cultures other than native cultures, and the authenticity of communicative interactions, as well as some other ELF-related aspects.

In the third subcategory, *the potential and willingness to integrate ELF into the classroom* (99 codes), the participants expressed that they were able to get some clarity on how to integrate ELF into the classroom following the training and the integration of ELF-oriented tasks in their classes. The five-week ELF-oriented in-service teacher training introduced the participants to the practical side of ELF through a couple of sample tasks developed in line with each week's topic. The participants could apply these tasks shown in weekly sessions in their classes as material preparation was optional; that is, they were not obliged to develop any new ELF-oriented materials from scratch. While most of the participants opted to apply the tasks provided by the researcher, several participants were involved in material preparation despite having had a bit of a hard time. Since the participants had never applied any ELF-oriented activities in their classrooms before training, they had no idea about implementing them in a classroom context. Having first-hand experience in applying ELF-oriented tasks in the classroom enabled participants to develop ideas about integrating ELF into the classroom. Moreover,

participants expressed willingness and enthusiasm to integrate ELF-oriented activities even when they admitted that they might need help to design an ELF-oriented material on their own. Theoretical knowledge about ELF and using ELF-oriented activities benefitted the participants in that sense. The excerpts below highlight the findings concerning teachers' gains about their potential to integrate ELF-oriented materials into language teaching and their willingness to do it.

> T3: *"We need to integrate ELF into the coursebooks or extra materials completely focusing on ELF in all the language skills we teach…We can review the books we use and add ELF-related materials where appropriate. For example, the videos we watched and the videos you prepared for us were very enjoyable; we can integrate them somewhere. On the day of that lesson, the links can be shared in the WhatsApp groups, they can be shared with the students, and we can show these videos…"* (Interview)
>
> T6: *"I might need to go over the activities that you showed us to prepare similar ones. But it will be possible to prepare ELF-related materials after careful consideration and scrutiny."* (Interview)
>
> T7: *"ELF can be integrated into speaking and listening activities…ELF-related texts can be integrated into the books any way we want; in that sense, vocabulary instruction or activities that reflect different cultures and any content that introduces different cultures can be carried out or reflected via reading texts. I mean, ELF also cares about the use of English depending on the context and the situation, and most of the books already include that, or maybe this can be practiced easily with these roleplays in that sense. As we can provide this in some roleplay activities by considering a situation, an environment that will reflect that culture, and how people approach that culture."* (Interview)

An additional subcategory related to teachers' gains from the training was obtaining *hands-on experience in material preparation* (21 codes). As pointed out earlier, material preparation remained an optional part of the training; some participants developed ELF-oriented materials to integrate into their classes. The excerpt below displays how the training was beneficial in providing certain participants with hands-on experience in material development.

> T4: "*You know, the tasks in training are good at giving an idea, but we need to adapt it to our context, and it should not remain irrelevant. I struggled at times,*

but I thought about it, and I think that has been a gain for me to prepare my own materials." (Interview)

Another subcategory pertaining to teachers' gains was *a flexible attitude towards language teaching* (16 codes). As a result of the training and the use of ELF-related tasks in their classes, the instructors noted that they became more flexible and tolerant in teaching practices in certain respects; this flexibility concerned error correction in particular. The participants realised that correcting the grammar, lexical or phonological mistakes that do not necessarily lead to communication breakdowns was not important. This realisation helped them eliminate some question marks on their minds and made them feel more assured concerning error correction. The excerpts below showcase the findings regarding this subcategory:

T1*:* "*I can say that learning about ELF made me a little more flexible, maybe a little more tolerant and a little more flexible towards students.*" (Interview)

T4: "*...We need to internalise the flexible nature of language a little. So, the language is flexible. If we take seven different regions in Turkey that speak Turkish, each of them speaks Turkish a little differently, speaks with a different accent, and has its own idioms and words. However, we can get along because that's what languages are like. In other words, there is no single language; when you say Turkish or English, there is no single Turkish or English, and everyone has their own language. In this sense, we need to be a little flexible and relax a little. We need to internalise this point of view a little*." (Interview)

T7: "*I thought that I was flexible in some respects; that is, when teaching the language or in the classroom setting, I realised this was the right attitude. You know, sometimes we cannot stop wondering if we do the right thing or not, what we should regard as a mistake, whether we overcorrect or should do it less in this sense. This training gave me more insight into these issues; maybe I found some of my attitudes right or some of them excessive in terms of error correction or expectations…*" (Interview)

As shown in the quotes above, the training equipped the participants with a more flexible attitude by reminding them of the flexibility characterising the English language, which allows for non-standard use or deviations from native English norms.

Others, the final subcategory concerning the teachers' gains was related to *professional development* (3 codes) and *hands-on experience in integrating ELF* (3

codes). They regarded this training as an opportunity that contributed to their professional growth, given that they had the chance to increase their knowledge of ELF, which they had previously known very little about. The teachers perceived this training as an opportunity for their professional development, and they had a chance to learn about a recent approach to teaching English. The excerpts below display the findings regarding how the training had a positive effect on the participants' professional development:

> T1: *"I think the training was very beneficial to me in that sense because I have actually improved myself. In this sense, I can say that personally, I felt like I had caught something more up to date."* (Interview)
>
> T5: *"I have seen how I can apply ELF; I have also seen how I can adapt it via the tasks you shared with us."* (Interview)

The data obtained from the seven participants concerning the teachers' gains were scrutinised separately to get better insights into the participants' views regarding their own gains as teachers from the training. It was discovered that participants all expressed gains, including increased awareness of ELF and ELF-related issues, critical attitude towards teaching materials, capacity to develop ELF-oriented materials, experience in designing ELF-oriented activities, and flexible attitudes in language teaching. The differences in teachers' views had to do with their awareness of ELF-related issues, as certain participants mentioned awareness of specific issues related to ELF in their responses. For instance, ELF's focus on communication and intercultural awareness was highlighted by T1 and T7, while T1, T3, T5, and T7 appreciated ELF's emphasis on intelligibility. Similarly, T1 and T7 remarked that they became aware of the sociolinguistic makeup of users of English. T1, T5, and T7 stated that they recognised the acceptability and significance of establishing one's identity by the way one speaks English in ELF contexts. As can be seen from the examples, teachers put emphasis on different ELF-related issues. Nevertheless, the findings revealed that all participants expressed more or less the same views concerning the gains from ELF-oriented teacher training and the use of ELF-oriented activities.

To put it briefly, the participants raised their awareness of ELF. They developed a critical perspective on the coursebooks they used. They came up with ideas about integrating ELF into their future teaching practices and the curriculum because they had increased their awareness of ELF and had experienced applying ready-to-use materials developed by the researcher in their classes. Some participants benefited from the training

as they experienced preparing ELF-focused materials to use in their classes. Thus, they learnt how to design these kinds of tasks in their classes. They changed their attitudes and became more flexible in teaching English and error correction. Finally, ELF-oriented training provided them with an opportunity for professional development. Apart from the benefits and strengths related to the use of ELF-oriented activities discussed in the earlier section and teachers' gains from the training presented in this current section, the participants reported drawbacks and challenges concerning the integration of ELF into their teaching context, which are explained in-depth in the next section.

4. 3. 3. Drawbacks and Challenges of Using ELF-Oriented Activities

The last main category, constituting four subcategories, including a total of 236 codes, uncovered the drawbacks and challenges of integrating ELF-oriented materials into language teaching. These subcategories derived from the responses of the participants demonstrated that the challenges they had were related to the *teaching context* (84 codes), *concerns about ELF* (73 codes), *problems arising from learners* (58 codes), *difficulties with material preparation* (11 codes), and *future work context* (10 codes). Subcategories regarding the drawbacks and challenges concerning the drawbacks and challenges are illustrated in Table 4.12. below.

Table 4.12. *The subcategories related to the drawbacks and challenges of implementation of ELF-oriented activities*

Subcategory	**n***
Problems arising from the teaching context	84
Concerns about ELF	84
Problems arising from learners	58
Difficulties with material preparation	10
Total	236

n*= Number of codes

As exhibited in the table above, *problems arising from teaching context* (84 codes) were one of the most serious drawbacks regarding implementing ELF-oriented materials in language learning. While the applicability of ELF into the curriculum was reported as one of the strengths of integrating ELF-related materials into language teaching, some other participants noted challenges regarding the implementation of ELF due to several factors pertaining to their teaching contexts, such as time limitations, exams, assignments, presence of online classes, the obligation to teach in several different classes, teaching

materials and programme of the school, potential workload. Besides these, the participants stressed that the successful integration of ELF into their teaching context depended on a systematic and collective action plan that required cooperation and coordination involving all the teachers and school management. Otherwise, they noted that raising learners' awareness of ELF on a larger scale would be too difficult. Along with a few other factors, all these factors that shaped the working environment in which the participants taught English posed challenges regarding applying ELF-oriented activities to a certain degree. The excerpts below illustrate findings concerning the problems related to teaching context:

> T1: *"... I had to show the video in a classroom that did not participate in classes very much during an online lesson and on the last day of classes… I did not get any reaction except for one student, although I showed the video at a very appropriate moment in the lesson."* (Week 4 - Reflective Journal)
>
> T3: *"I didn't get as much reaction as I had expected; it may be because I did it (ELF-oriented activities) in the online course. I did it in the online class, both in the morning and in the evening class. I wasn't sure if they could understand my message from the video. As I said, I cannot see their faces because it was an online course."* (Interview)
>
> T3: *"...It is necessary just to work a little, that is, to choose the right materials and apply them at the right time. It is not an easy task. It is a workload for us…"* (Interview)
>
> T4: *"I had time constraints…. Although I tried to do the ELF activity on the day with the least intensity in the programme, I had a problem with time management."* (Interview)
>
> T5: *"When we think about the last module, we have the writing course and essays. The coursebook's content is more intense, the grammar is more complex, and it may be difficult to allocate time (for ELF-oriented activities) in that sense."* (Interview)
>
> T7: *"We are a little more exam-oriented in everything. That is, success is always related to exams…We think that success in exams is an indicator of students' level of English."* (Interview)

In the quotes above, the participants explained the challenges stemming from their teaching context. Applying ELF-related activities in online classes was a drawback as it

was difficult to observe students and get feedback from them during online classes. Timewise, the participants reported several challenges. Time constraints caused by the school programme and the time the participants chose to apply ELF-related activities in their classes led to certain weaknesses. As pointed out by T5, it might get more difficult to make time for ELF-related activities at more advanced levels as there are more topics to cover and more academic and complex skills to teach, such as essay writing. Another problem mentioned was the exam-oriented system prevalent within the research context. The flexibility of the ELF-oriented perspective towards language learning in terms of mistakes and intelligibility that ELF prioritises in communicative settings might create challenges in the teaching contexts where learners are expected not to make mistakes in the exams.

> T1: *"As I said, I think there needs to be continuity. I think that when there is no continuity, we can have the same problem that I experienced. You know, it can turn into a complete waste of time. So, it can be something like this: say you, the teacher, watch a video, do something on your own, and there is no reaction."* (Interview)
>
> T4: *"We, a group of seven or eight teachers, participated in the training and developed an awareness of ELF. We will try to apply them little by little in the lessons, or we will try to reflect this awareness on the students. You know, we can't create this awareness in all the teachers in our context right now; it is necessary to inform these teachers so that we can all guide the students through our teaching practices in class in this regard so that we can open up space for ELF."* (Interview)

The quotes by T1 and T4 highlighted that the lack of a systematic and collective action plan might lead to problems related to using ELF-oriented activities. They described it as another drawback stemming from their teaching context.

The second subcategory, *concerns about ELF* (84 codes), emerged as another drawback to implementing ELF-oriented activities. Participants expressed concerns about the effect of minimising error correction when they started implementing ELF-oriented activities in their classes. Some participants underlined the integral role of error correction in language teaching, especially in writing courses within the research context. On the other hand, others pointed out that some mistakes might lead to serious problems in certain work contexts though they might not be considered obstacles to successful

communication from an ELF perspective. To be precise, this was a concern raised by one of the participants, T6, who stated that certain errors might be seen as serious and might not be tolerated depending on learners' future work context. Regarding error correction, the teachers were generally afraid that using ELF-oriented activities would cause their students to ignore their mistakes and care less about the correct use of English. It was natural for that kind of fear to be highlighted by the participants as a kind of drawback towards ELF-oriented implementations since error correction occupied a central place in the research study context, as stated earlier. The sudden transition of Turkish instructors' early rigid attitude towards learners' mistakes to a very flexible one with implementing ELF-oriented activities was seen as a weakness by certain participants. The participants also voiced concerns over how to reconcile ELF with grammar and academic English when it came to applying ELF-oriented activities into their classes. Additionally, they thought using ELF-related activities might reinforce the incorrect use of English as learners were exposed to non-standard uses of English. The following excerpts illustrate these drawbacks and challenges from the instructors' perspectives:

> T1: *"It is quite natural to communicate and make mistakes while learning a language, and there is no harm in telling students this. However, when using this ELF-oriented material, I think it is important to strike the right balance between showing what is natural and giving the message that misuse is always OK and mistakes don't need to be corrected."* (Interview)
>
> T3: *"Because students saw some grammatically incorrect sentences, the mistakes may be fossilised. I thought about this disadvantage but still applied the task in my class because I think the benefits outweigh the drawbacks."* (Week 3 – Reflective Journal)
>
> T3*: "... I think we should follow standard native English in grammar or academic English. Maybe I'm being conservative. I don't know, the English we learned shouldn't deteriorate that much...When it comes to academic writing, academic reading, or grammar rules, I think it's important to preserve the old rules we already have. Speaking can be ELF-oriented, but when it comes to writing, I don't think there should be much room for mistakes."* (Interview)
>
> T6: *"We only had a problem regarding grammar; the students advocated the view that mistakes should be tolerated. Students and I disagreed about to what extent the mistakes should be tolerated, what we can do about error correction in the*

*classroom, and what kind of mistakes can be ignored. I have questions about whether students will get a bit too comfortable about their mistakes." (*Interview)

T6: "*I have always given my students this example; it does not matter if you make these mistakes while talking or when you go somewhere as a tourist. But if you do business, that business context might not tolerate the mistakes, so you have to explain what you want very accurately and clearly because it is a context where international communication and money are concerned, and the private sector is very ruthless in this regard. Therefore, they should use grammar very correctly.*" (Interview)

As the quotes by T1, T2, T3, and T6 indicate, Turkish EFL instructors were concerned about the impact of ELF on learners' attitudes towards their mistakes. The incompatibility of ELF with academic English was highlighted in the second quote by T3, who stated that using ELF-oriented activities might challenge the preservation of well-established rules in English. That is, T3 was adamant that ELF and academic English could not exist together, given the importance of standard rules in teaching academic English. The second quote by T6 stresses that the gravity of errors might change depending on the work context that one works in, and therefore, perception concerning mistakes from an ELF point of view to teaching might not seem very convincing for her. Some participants regarded the scope of ELF as a challenge; that is, they defined it as restrictive in terms of its focus on communication and speaking skills and in terms of its practical application due to the lack of clear guidelines about how to integrate it into teaching practices. Another concern regarding ELF was related to the difficulty of teaching pragmatics.

T3: *"I see ELF more related to speaking or speaking comes to my mind… I think the lingua franca is mostly concerned with speaking."* (Interview)

T4: *"Sometimes, because there was not a clearly defined framework, I couldn't help thinking if what I did was in line with the ELF's point of view or if I got it right. I felt like I was in an unsafe territory. Sometimes, I couldn't help feeling that yes, I am doing this now, but I felt hesitant about whether it was to the point or not."* (Interview)

Quotes by T3 and T4 shed light upon problems associated with ELF's limited scope. ELF was considered to be more appropriate for speaking skills, as pointed out by T3. Another limitation of ELF stated by T4 was the lack of a framework that might guide

teachers through applying ELF in their classes. That is, although acquiring theoretical knowledge and awareness about ELF was considered to be a strength by the participants, the lack of guidelines about how to integrate it successfully into the classroom seemed to cause problems for teachers who wanted to apply ELF-oriented activities by preparing their own materials.

> T3: *"Students understood the dislike for small talk in Sweden, but I had to explain at length what it had to do with language learning. Other weeks' tasks were more straightforward, so they were a little more fit for purpose. It sounded irrelevant; even though we talked about the video for a long time, I didn't get much feedback…Even for us, it took a while to figure out what pragmatics was, didn't it, compared to other subjects? It remains a bit abstract, which also applies to the students."* (Interview)

The quote above by T3 focuses on another challenge related to participants' concerns about integrating ELF-oriented activities: teaching intercultural pragmatic competence, highlighted as a key skill in ELF research. Instruction of intercultural pragmatic competence that facilitates ELF interactions between people from different linguistic and cultural backgrounds might be challenging for teachers and learners alike, considering the complexity of pragmatics, as stated by T3.

Problems arising from learners (58 codes) was another subcategory mentioned as a drawback by the participants. Firstly, as learners within the research context were not used to listening to non-native accents or learning about non-native cultures in English classes, learners displayed negative attitudes towards non-native accents and non-native cultures, leading to another challenge concerning using ELF-oriented activities. Similarly, some participants pointed out students' negative attitudes towards native accents that they were unfamiliar with. Moreover, learners' unwillingness to participate in lessons negatively affected the incorporation of ELF-oriented classroom materials. The participants remarked that learners' low level of English, especially when it caused teachers to apply the activities using Turkish rather than English, and their characteristics sometimes made it hard to use ELF-oriented activities in the classroom. Since the participants had to conduct ELF-related activities, which included authentic YouTube videos and real interviews with real people not tailored or simplified for classroom use in elementary-level classes, students' level caused problems related to using ELF-oriented activities. Furthermore, as young adults, they could not relate to some of the topics

addressed in studies on ELF. Finally, one participant noted that using ELF-oriented activities might lose their effect over time and cause student boredom. The excerpts below exemplify the findings related to problems arising from learners:

> T5: *"Although I try to adapt some of the ELF-oriented activities, there are still things that are too much for our students considering their awareness… At times, students' level of English was not enough to express themselves…"* (Interview)
>
> T6: *"I had expected the students would enjoy listening to different accents more, but some didn't. They clearly said it was as if it was not in English, and they would not want to see them a lot in the coursebooks. Some students still want a standard American or British accent."* (Week 1 - Reflective Journal)

As underlined in the quote by T6, incorporating non-native accents in teaching materials was not welcomed by all the learners, which indicates a challenge arising from learners.

The final subcategory pointed out by the participants as a challenge to the implementation of ELF was *material preparation* (10 codes). As previously stated, the decision to prepare materials was left to the participants, and most of the participants chose to apply the materials prepared or adapted by the researcher. The participants who prepared their own materials stated that they had difficulties preparing ELF-related materials. The quote by T4 sheds light on findings related to difficulties with preparing ELF-oriented materials.

> T4: *"Sometimes, I had difficulty in preparing materials. I always wanted to relate it to something appropriate for our current theme, whatever our theme was that week. I didn't want to do anything for the sake of doing it. I wanted to find a video about technology if we were talking about technology that week. I also had difficulty finding a video that would suit the theme. I came across a nice video, but it was too long, or I thought I could not do it now. I had a bit of a hard time with that part."* (Interview)

All the participants expressed concerns about the drawbacks and challenges of using ELF-oriented activities in their teaching practices. When data obtained from the participants were analysed individually, it was found that T3, T4, and T6 had more reservations about integrating these activities into language teaching. T3 mainly highlighted the subcategory, *concerns about ELF*. She noted that ELF was more related to speaking; thus, it had limited scope. She added that teaching pragmatic aspects of ELF

was complex, and ELF was incompatible with academic English, as error correction was required in academic writing. Finally, she mentioned the challenges she had while conducting ELF-oriented activities in online classes. Likewise, T4 focused on the subcategories, *problems arising in the teaching context, and concerns about ELF*. She mentioned the challenges she encountered while implementing ELF-oriented activities in her classes. She described time constraints and the relevance of ELF-oriented activities to the school's program as challenges to applying ELF-oriented activities. She expressed having difficulty preparing and finding appropriate ELF-oriented materials for her classes as she created her own materials. She found a lack of clear guidelines on integrating ELF into language teaching as another challenge related to using ELF-oriented materials. In addition to T3 and T4, T6 focused on challenges that a flexible attitude towards mistakes in the classroom might cause for learners in the long run.

To sum up, integrating ELF into language teaching in their own context brought about certain drawbacks and challenges, as verbalised by the participants. Participants noted that some challenges stemmed from their teaching context as they were restricted by the programme, the teaching materials, the exams, and online classes, and the participants regarded integration of ELF as a process that required executing a systematic and collective action plan, which also indicated another challenge towards integration of ELF into their teaching context. Furthermore, the participants pointed out certain factors in relation to ELF that made it difficult to implement ELF-oriented tasks in their teaching context. That is, as participants were obliged to teach grammar and academic English in their classes following standard rules of English, they were concerned if using ELF-oriented activities would reinforce learners' incorrect use of English. Moreover, participants regarded ELF limiting as ELF as a concept mainly focused on spoken communication, and it did not offer any clearly defined principles regarding how to apply it in classrooms. The participants expressed some other challenges stemming from learners. That is, learners' English level and their perceptions of non-native accents and cultures were the challenges noted by the participants. Several participants reported that preparing ELF-related materials was challenging. Apart from all the aforementioned challenges and drawbacks, other variables posed a challenge when using ELF-oriented tasks in their teaching context. Although the participants expressed certain challenges and drawbacks, they generally had favourable views towards implementing ELF-oriented tasks and materials in their teaching context.

All in all, the aim of this present study was to probe into representation of ELF in coursebooks, Turkish EFL instructors' awareness of ELF, and their views on the relevance of ELF within a Turkish higher education context. Thus, reflection of ELF in coursebooks used in the research context, Turkish EFL instructors' cognisance of ELF, and their views on integrating ELF-oriented activities in their own teaching context were examined. The following section includes a discussion of the findings of the study with potential reasons for the findings in light of the relevant literature on ELF.

5. DISCUSSION

This study aimed to analyse the textbooks used in the research context regarding their integration of ELF. It examined Turkish EFL instructors' familiarity with ELF and their opinions on implementing ELF-oriented activities in their teaching environment following a five-week-long ELF-oriented teacher training programme. In line with these aims, the first research question was raised to identify how coursebooks adopted within the research context reflect ELF. The second research question sought to uncover Turkish EFL instructors' awareness of ELF. The third research question explored Turkish EFL instructors' views on using ELF-oriented activities within their teaching context. The findings of the research questions were discussed in the light of the existing literature in this chapter, and a detailed discussion was conducted concerning the findings.

One of the purposes of this research study was to analyse the coursebooks used within the research context in terms of their incorporation of ELF. Coursebooks analysed in this study remain the primary teaching and learning sources within the research context. School's programme is designed and shaped in line with the coursebooks used in the research context. Moreover, what learners are taught and exposed to in English classes depends on what the coursebooks used in the research context offer. It would not be wrong to say that coursebook-driven language teaching is conducted in the research context. Thus, investigating their representation of ELF might offer insights into whether the books familiarise teachers and learners with ELF. To that end, a framework based on Hu and McKay's (2014) analytic scheme, Yuen's (2011) "4Ps" and Kachru's (1985) concentric circles was employed. Representation of different aspects of ELF was examined via this framework. That is, how different cultures from Inner, Outer, and Expanding Circles are reflected, who are presented as interlocutors in the interactions occurring in the books, what intercultural communication topics are covered, and what language ideology is advocated in the books were searched. The quantitative data collected from the analysed coursebooks uncovered various findings concerning how ELF is represented.

Firstly, it was found that cultural representations were one-sided favouring inner-circle countries, particularly British culture. Secondly, the results showed that most of the interactions depicted in the analysed books only involved native speakers. The analysis addressed topics such as learners' own culture, interests/experiences, and popular culture; however, the learners' own culture was the least frequently mentioned topic. When it

came to the overall ideology of the books, it was found that the coursebooks used in the research context promoted native speakerism. British English (BrE) was the dominant linguistic model concerning pronunciation, grammar, spelling, and vocabulary instruction. Different varieties of English were minimally represented, and multilingualism and multiculturalism were overlooked in the books. In a nutshell, the books failed to reflect an ELF perspective.

Most cultural items, namely persons, products, practices, and perspectives mentioned in the analysed coursebooks, were associated with Inner Circle countries. The dominance of Inner Circle countries in terms of representation of cultural elements was in line with the findings of previous studies (e.g., Keles & Yazan, 2020; Shin et al., 2011; Tajeddin & Pakzadian, 2020; Yuen, 2011). In addition, the UK was the most-represented Inner Circle country with respect to cultural elements, and the second most represented country was the USA in the analysed books, a finding concurrent with earlier research (e.g., Keles & Yazan, 2020). Moreover, cultural representations in the books seem to be based on a tourist's point of view, as argued in previous research (Keles & Yazan, 2020; Yuen, 2011). For example, a reading text tells the story of two sisters from Bali who started a campaign to reduce plastic pollution on the island in CB1. The text represents Bali as an exotic tourist destination known for its pleasant weather, beaches, and wildlife. Moreover, static and stereotypical representations can be observed in the analysed books, congruent with earlier research (Syrbe & Rose, 2018; Yuen, 2011). To illustrate, the aforementioned reading text states that the sisters decided to organise the campaign after learning about the plastic ban in Rwanda, a very poor African country. Despite the very brief mention of Rwanda, there is stress on the country's poverty, which might be considered a static and stereotypical representation of African countries.

The absence of communicative interactions between native and non-native speakers and non-native and non-native speakers in speaking and listening activities in the analysed books supported the findings in previous research (e.g., Calefi, 2016; Hu & McKay, 2014; Syrbe & Rose, 2018). Considering this finding, it might be suitable to suggest that the analysed books do not enhance learners' intercultural communicative competence. Alptekin (2002) asserts that teaching materials should incorporate examples of cross-cultural discourse based on interactions occurring between native and non-native along with non-native and non-native speakers to create an awareness of intercultural communicative competence in learners.

Topics addressed in the coursebooks focused more on personal interests and experiences or popular culture than topics related to learners' own culture, a finding emphasised in Hu and McKay (2014). Though the number of topics about learners' cultures is lower than topics related to personal interests and experiences or popular culture, they generally appear in the speaking, reading, and listening sections where British culture is presented. Therefore, learners are encouraged to compare their culture only with British culture. In that sense, the analysed books do not allow learners to make comprehensive cross-cultural comparisons, echoing a similar result in Hu and McKay (2014).

The choice of British English (BrE) as the only linguistic model to teach grammar, vocabulary, and pronunciation identified in this present study was a finding highlighted in previous studies (e.g., Nguyen et al., 2020; Syrbe & Rose, 2018; Tomlinson & Masuhara, 2013). Coursebooks used in the research context ignored exposing learners to non-native accents, a finding emphasised in Calefi (2016). A lack of focus on other varieties of English and multilingualism was discovered in the present study, as stressed by Hu and McKay (2014). Coursebooks used in the research context represent English as a foreign language mainly learnt to interact with native speakers of English and fail to reflect new perspectives on language teaching proposed by ELF research, confirming the overall findings in Guerra et al. (2020). Despite their recent publication, the coursebooks adopted in the research context seem to be based on a conventional approach to language teaching, ignoring the diversity of users and contexts in which English is used today. This might have to do with the overall purpose of the book. As reported by the participants working in the curriculum unit of the research context during the semi-structured interviews, the coursebooks examined in this present study were designed to teach English to non-natives who learn English in the UK. The books used in the research context are of British origin. In that regard, its focus on British English might be rational and justifiable. However, it remains controversial whether these books can meet the needs of learners in other parts of the world, significantly Expanding Circle countries. As noted by Syrbe and Rose (2018), as a result of the transformation of English into a global lingua franca, users of English in Expanding Circle countries cannot be described as foreign language learners. Many people in the Expanding Circle use English within their own countries, at work, and with people from other countries in the Expanding Circle. Hence,

English functions more than a foreign language for them, considering these people's diverse reasons to use English.

Coursebooks are designed to appeal to a wide range of target markets worldwide; the same books can be adapted to teach English in different parts of the world, including the Middle East, the Far East, and Latin (Yıldız & Harwood, 2023). Global distribution of coursebooks restricts topics and representations covered in the books. The heavy reliance on coursebooks on British English (BrE) or American English (AmE) and the representation of their cultures may be connected to this because BrE and AmE are still considered the most legitimate and prestigious varieties of English in most parts of the world. As Gray (2010) remarks, publishers tend to avoid incorporating the global role of English into their books as they might be motivated by commercial gains. Therefore, incorporating non-native varieties of English and non-native cultures rather than BrE or AmE and British and American cultures can pose certain risks for publishers.

The coursebook selection within the research context does not seem to be based on an ELF-oriented approach to language learning and teaching. This might stem from a lack of awareness of ELF within the research context where the present study was conducted. Lack of awareness might lead to the selection of materials that do not prioritise reflecting the diversity and plurality of the language today. In this sense, this might point to a need to raise awareness among certain stakeholders about ELF.

In short, this present study's findings seem to manifest that internationally distributed coursebooks are still designed in accordance with monolingual linguistic models (Syrbe & Rose, 2018). Most coursebooks present British and American English as the ideal linguistic models, thus reinforcing established viewpoints in ELT. The findings regarding the coursebooks used in the research context demonstrate the need to raise teachers' awareness of ELF, given that teaching materials, namely coursebooks, do not reflect the global status of English as a lingua franca.

Another aim of this present study was to reveal Turkish EFL instructors' awareness of ELF. Based on the data obtained from 42 participants through the ELF-awareness questionnaire (Bayyurt et al., 2019) and additional data collected from seven participants who joined ELF-oriented teacher training sessions via semi-structured interviews shed some light on Turkish EFL teachers' cognisance of ELF. The findings demonstrated that Turkish EFL instructors needed to be made aware of ELF and associated issues. It was discovered that the majority of the Turkish EFL instructors did

not have sufficient awareness of ELF, conflicting with some previous research (e.g., Ceyhan-Bingöl & Özkan, 2019; Dewey, 2012; Suzuki, 2010). Despite their lack of awareness, the questionnaire results indicated that teachers displayed attitudes in favour of ELF in certain regards. Data gathered from the questionnaire delved into Turkish EFL instructors' awareness of ELF at multiple levels. Firstly, Turkish teachers' opinions were uncovered regarding cultural awareness of ELF. The results showed that the instructors were in favour of representing target cultures and learners' own culture in language teaching and ELT materials, a finding in line with Inceçay and Akyel (2014). In addition to introducing English-speaking and learners' local cultures while teaching English, they expressed favourable opinions on the representation of non-English speaking cultures, thus confirming the results in Bayyurt et al. (2019). Nevertheless, the participants of the present study still considered knowledge about native cultures necessary to interact successfully in English. Curran and Chern (2017) revealed a similar finding: The participants accepted the importance of familiarity with the cultures of native speakers of English. Despite their acknowledgment of the relevance of representing non-native cultures in language teaching, Turkish EFL instructors' support for the portrayal of native cultures may have to do with their deep-seated views toward ownership of English despite the shift in the sociolinguistic realities influencing the English language. They might be looking as if English was a foreign language instead of recognizing it as a lingua franca, and they might still be associating English with a handful of nations and their cultures as highlighted in previous studies (e.g., Llurda, 2007; Sifakis & Sougari, 2005). Teaching English by detaching it from these English-speaking countries might seem unfathomable to them as they might believe that English only belongs to native speakers instead of the larger community of native speakers and non-native speakers who use it across the globe (Widdowson, 1994).

Another aspect of ELF awareness questioned in the questionnaire was Turkish instructors' awareness of native and non-native varieties of English in their teaching practices. The findings obtained from this section of the questionnaire suggest that Turkish EFL instructors hold particular views that reflect an ELF perspective towards language teaching but display ambivalent attitudes towards ELF. The results demonstrated that Turkish EFL instructors did not regard acquiring a native-like accent or proficiency as the primary goal of learning English for learners. These findings were concurrent with Cogo and Siqueira (2017), who pointed out that pre-service teachers who

participated in their study were not in favour of traditional native speaker pronunciation models in ELT, and in-service teachers underlined the importance of reflecting the diversity of accents spoken by different speakers of English. Nevertheless, they supported the adoption of BrE or AmE in language teaching for practical reasons, and non-native teachers needed to follow native speaker models to successfully interact in English, corroborating earlier studies (e.g., Rahatlou et al., 2018; Sifakis & Sougari, 2005; Soruç, 2015; Suzuki, 2010). It should also be noted that while Turkish EFL instructors did not consider having a native accent as essential for native and non-native teachers of English, more participants were in favour of native and non-native teachers of English using a standard accent in language teaching.

Considering the findings above, it can be seen that Turkish EFL instructors believed that attaining native-like English or having a native accent was not necessary for learners, which reflected an ELF perspective. Despite this, they thought that BrE or AmE should be the linguistic model adopted in teaching for practical considerations, and both native and non-native English teachers needed to use a standard accent. It can be seen that Turkish EFL instructors share contradictory opinions that reflect an inclination towards EFL and more conventional approaches to language teaching. This contradictory attitude might be attributed to their professional roles and identities as English teachers. Teaching English based on a single linguistic model, especially a native linguistic model, might be more reassuring for them when their learners are considered. To be more precise, they might see themselves as custodians of standard English (Sifakis & Sougari, 2005). Thus, they might feel conflicted by the arguments of ELF about non-standard and non-native use of English.

The findings also showed that although they were not the majority, a considerable number of Turkish EFL instructors believed that language materials needed to be prepared only by native speakers of English. This finding might arise from heavy dependence on international coursebooks within the research context where Turkish EFL instructors work. Teaching English through internationally distributed coursebooks and supplementary materials prepared by native speakers of English might explain some Turkish instructors' opinions on the role of native speakers in material preparation. Concerning awareness of ELF concerning communication goals, the findings showed that teachers were aware of the role of English as a common language used to communicate with non-native speakers of English as well as native speakers of English, and they

recognised the role of an intelligible accent in having successful communication in English as emphasised in previous studies (e.g., İnal & Özdemir, 2015; Sifakis & Sougari, 2005). Nevertheless, they still regarded accurate grammar as essential while communicating in English. This finding was further confirmed by the data obtained in the final sections of the questionnaire, which focused on the different aspects of NS-NNS and NNS-NNS interactions in which English was used as a common language. Findings revealed that Turkish EFL instructors attached considerable importance to the knowledge of grammar in these interactions occurring within ELF-dependent contexts.

The findings mentioned above, that is, Turkish EFL instructors' views on the role of accurate grammar and knowledge of grammar in successful English communication, can be regarded as another indicator of ambiguity towards ELF. Along with their limited knowledge and awareness of ELF, this might arise from established teaching practices based on grammar instruction, especially given their working context and overall teaching context in Turkey, which grammar-based approaches to teaching English have traditionally characterised. Moreover, this can be attributed to their specific teaching context, where speaking skills are assessed based on learners' accuracy. To put it more precisely, learners' accuracy constitutes 20 % of overall assessment criteria in speaking exams within the research context where this present study was conducted. This seems to imply that the washback effect might influence their views towards ELF (Alderson & Wall, 1993). That is, students in the research context have to get an average of 65 points in the speaking exams, and their scores are partly determined by their accurate use of grammar. Turkish EFL instructors might be more concerned with helping their learners succeed in these exams by focusing on accuracy in their classroom practices. Therefore, an ELF-oriented approach that does not prioritise accurate use of grammar in speaking might be hard for them to adopt. Other findings were revealed concerning ELF awareness of communication goals that were questioned in the third section of the questionnaire. Findings showed that Turkish EFL instructors advocated that exposure to non-native varieties of English might affect students' language learning. It was also revealed that Turkish instructors believed that the primary role of NESTs was to teach learners to communicate in English.

Apart from the knowledge of grammar, different findings were uncovered in the final sections of the questionnaire, focusing on numerous aspects of NS-NNS and NNS-NNS interactions. Findings revealed that Turkish EFL instructors attached considerable

significance to gestures/facial expressions and lexical knowledge; however, they found accent less critical when compared to these two aspects and grammar. Turkish EFL instructors found communication strategies essential. Furthermore, it was discovered that Turkish instructors believed that knowing about native and non-native cultures and using English based on native speaker norms were important, contradicting the findings in Dewey and Pineda (2020).

Overall findings obtained from the questionnaire seem to suggest that though Turkish EFL instructors hold particular views in line with an ELF perspective towards teaching English, they show ambiguous attitudes towards ELF, corroborating earlier studies (e.g., Bayyurt et al., 2019; Dewey & Pineda, 2020; İnal & Özdemir, 2015; Incecay & Akyel, 2014; Rahatlou et al., 2018; Suzuki, 2010). This finding, that is, the ambiguity that Turkish teachers seem to display towards ELF, signals a need to introduce instructors of English to ELF through a systematic manner to enable them to raise their awareness of ELF and adopt a more precise attitude towards ELF and equip them with hands-on experience of integrating ELF-related activities into their classes. In line with this gap pointed out by previous research studies (e.g., Bayyurt et al., 2019; Calvet-Terre & Llurda, 2023), ELF-oriented teacher training was specifically designed for the context of this present research study in an attempt to expose Turkish EFL instructors both to theoretical and practical aspects of ELF and provide them with opportunities to implement ELF-oriented activities in their classes. In that regard, another aim of this study was to get insights into Turkish EFL instructors' points of view on integrating ELF-related activities in their teaching environment after ELF-oriented teacher training was conducted with them. The qualitative data gathered from weekly reflective journals during the five-week-long ELF-oriented teacher training and one-to-one semi-structured interviews conducted with seven participants after the end of training sessions revealed three main findings regarding teachers' opinions about implementing ELF-oriented activities in their teaching setting, namely benefits and strengths of ELF-oriented activities, teachers' gains and weaknesses and challenges of ELF-oriented activities.

Findings about the benefits and strengths of ELF-oriented activities disclosed that implementing these activities contributed to learners' awareness of ELF, self-confidence, motivation, active class participation, and their tolerance for diversity of English-speaking world by exposing learners to non-native accents and cultures. In addition, using ELF-related activities bettered the learning context, helped enhance learners' listening and

speaking skills, and integrated ELF-related activities helped make learning English seem like a more attainable/realistic goal in the eyes of learners. Furthermore, the participants considered the ELF-oriented activities relevant in preparing learners for likely future scenarios in which they would use English.

As perceived by Turkish EFL instructors, using ELF-oriented activities had several positive effects on learners, such as increased awareness, motivation, self-confidence boost, active class participation, and tolerance for diversity of cultures, speakers, and accents of English. These findings were congruent with earlier studies (e.g., Kemaloğlu-Er & Bayyurt, 2019; Sifakis & Bayyurt, 2015; Sifakis et al., 2020). In that sense, using ELF-oriented activities can play a role in minimising barriers to language learning caused by learners' affective filters (Krashen, 1985). In other words, using ELF-oriented materials in classrooms might help learners deal with negative affective factors such as demotivation and anxiety that negatively affect their language learning experiences.

Using ELF-related activities positively contributed to the learning context since these activities brought variety, authenticity, and fun into classrooms, as perceived by Turkish EFL instructors. As noted in Sifakis et al. (2020), this present study demonstrated that the authenticity of ELF interactions and tasks that learners were exposed to positively affected learners and the learning environment. ELF-oriented activities made classes more enjoyable, another finding highlighted by Sifakis et al. (2020). Most language materials are tailor-made for the classroom and need more authenticity of real-life interactions. Sifakis et al. 2020 stress that learners display positive attitudes towards ELF-oriented activities because they observe authentic ELF communication in these materials, express themselves without being corrected, and consider their stance on ELF-related issues.

Setting English learning as an attainable/realistic goal and preparing learners for likely future scenarios were the other two findings identified in this study. Most of the students involved in the research context tend to have low levels of English proficiency, and they resume learning English at the tertiary level by the time they become adults. Some of them fail to learn English despite many years of taking English lessons at primary or secondary schools, or in some cases, some students do not get the chance to learn English depending on the type of schools they are educated in. Therefore, learning English seems like a challenging goal for many students in the research context. However,

as pointed out by the participants, using ELF-oriented activities positively affected learners as they realised that intelligibility was more critical in communicative interactions and that mistakes were acceptable as long as they could communicate and convey their messages successfully. This mindset might have helped them consider learning English a more attainable goal. This finding might have to do with the positive effect of applying ELF-oriented activities on learners' affective filters that might hinder them from improving their English, as previously discussed in learners' gains.

The finding concerning preparing learners for the future might be related to the teaching context where the research study was conducted. This study was conducted at the tertiary level, where students from many different academic departments, including engineering, business administration, political science, and public administration, learn English for a year. Considering learners' future goals, it would not be wrong to suggest that ELF can prepare learners for likely future scenarios, a finding revealed in this present study. That is, exposing learners to ELF-oriented activities helped to raise their awareness about non-native accents and cultures and gain an awareness of intercultural competence in learners, which learners might need in the future. During their time at university, some learners in the research context might go abroad on student exchange programmes such as Erasmus, where they will have to interact with people from various cultural and linguistic backgrounds in English. When they graduate, they might start working in intercultural settings where they may have to communicate with people who speak English with non-native accents. In that sense, exposure to different accents and cultures via ELF-oriented activities can be an investment in the future for them. The present study's findings demonstrated that using ELF-oriented activities could contribute to learners' listening and speaking skills even in highly exam-oriented contexts, echoing Sifakis et al. (2020).

Concerning teachers' gains, findings disclosed that Turkish EFL instructors only had limited knowledge of ELF before they were provided with the ELF-oriented training, and they managed to gain an awareness of ELF and topics affiliated with ELF thanks to the training they received. An increase in participants' awareness regarding ELF and ELF-related issues was noted in this present study, consistent with the earlier studies (e.g., Biricik-Deniz et al., 2020; Sifakis & Bayyurt, 2015; Vettorel, 2015). Before joining ELF-oriented sessions, most Turkish instructors were only aware of ELF broadly, supporting the finding in Biricik-Deniz et al. (2020). They distinguished between teaching EFL and

ELF after the training, as highlighted in Vettorel (2015). Turkish EFL instructors' lack of knowledge of ELF can be related to ELT departments in Turkey that do not introduce undergraduate students to ELF and related issues.

As regards Turkish instructors' cognisance of ELF-related issues, the findings manifested that they recognised the significance of intelligibility in communication rather than following native English norms and standards in line with previous research (e.g., Biricik-Deniz et al. 2020; Sifakis & Bayyurt, 2015; Soruç & Griffiths, 2021; Vettorel, 2015). After taking part in the training sessions, Turkish EFL instructors came to terms with the diversity and unpredictability symbolising English today, and they realised the importance of interculturality and multiculturality and the need to reflect them in teaching materials, supporting the findings in Biricik-Deniz et al. (2020). The findings of this study revealed that the participants developed new perspectives on the issue of language ownership, as pointed out in previous studies (e.g., Biricik-Deniz et al., 2020; Sifakis & Bayyurt, 2015; Vettorel, 2015).

Another teacher gain expressed by Turkish EFL instructors was how the training helped them professionally develop, as pointed out by Sifakis and Bayyurt (2015). To put it more precisely, Turkish instructors expressed that the ELF-oriented training sessions informed them about a relatively new and innovative perspective on language teaching in ELT. When considered together with teachers' expanded knowledge and awareness of ELF after the training, Turkish instructors' perceived professional development might be attributed to their limited access to in-service training. That is, Turkish EFL teachers who work in state schools and universities within the Turkish context are only sometimes provided with in-service training opportunities to improve themselves due to certain factors (e.g., lack of funding). Thus, it is challenging to keep up with the latest developments in ELT unless teachers pursue academic goals or seek opportunities to update themselves, as stated by the T1 during the interview. Additionally, only some teachers or instructors of English are graduates from ELT departments in Turkey, and graduates from other related fields, such as English Language Literature and Linguistics, are eligible to teach English in the Turkish context. In that sense, in-service training might make an essential difference in Turkish. This issue was brought up by the two participants who participated in ELF-oriented training sessions. Having graduated from the English and Literature Department, they stated that they were unfamiliar with all the topics and concepts related to ELT, and they expanded their knowledge through their efforts.

Another aspect that makes in-service training relevant is that an ELF approach to language teaching is relatively new in the field of ELT; however, there are many experienced teachers who have taught English for a long time and need to be made aware of recent developments concerning language teaching. Considering all the abovementioned factors, it might be right to conclude that awareness of ELF in in-service teachers is critical.

Another finding revealed in this study was that participants adopted a more flexible attitude towards their learners' mistakes and pronunciation after receiving the ELF-oriented training and applying ELF-oriented activities in their classes. This finding confirmed similar results in earlier research studies (e.g., Sifakis and Bayyurt, 2015; Soruç & Griffiths, 2021). Error correction is integral to teacher education programmes and Turkish instructors' attitudes towards error correction are shaped by prevalent frames of reference in ELT. Though there is no consensus on when to correct and which mistakes to correct, error correction is recommended to avoid the fossilisation of mistakes (Amara, 2015). However, teachers' new attitudes on error correction may have to do with the fact that ELF-aware education teacher education introduces teachers to realities and allows teachers to decide if these realities are applicable in their teaching context and try different ideas about language instruction (Sifakis & Bayyurt, 2015). This results in a reflective journey that allows teachers to reconsider their teaching context from a critical perspective. In that sense, when Turkish EFL instructors were introduced to different ideas on error correction put forward by ELF research, they might have engaged in a reflective process, resulting in a change in their established views and practices.

The findings showed that Turkish EFL instructors developed critical perspectives towards the coursebooks they used in their teaching context. Some participants had hands-on experience in preparing ELF-oriented materials. The critical perspective that the participants gained toward teaching materials and hands-on experience in designing ELF-oriented materials aligned with the findings in Vettorel (2015).

Regarding the drawbacks and challenges of using ELF-oriented activities, the findings of this research study showed that Turkish EFL instructors expressed multiple concerns over integrating ELF-oriented activities into their classes. These concerns stemmed from the teaching context, the instructors' interpretations of ELF as a language teaching perspective, learners within the research context, and the preparation of ELF-oriented activities to use in the classroom. Turkish EFL instructors expressed concerns

about how to reconcile ELF with grammar and academic English when it came to applying ELF-oriented activities to their classes. Turkish instructors' support for using standard English and standard grammar rules concerning academic goals confirms the findings in Soruç and Griffiths (2021). They were concerned that using ELF-related activities might reinforce the incorrect use of English. That is, the teachers were generally afraid that ELF-oriented activities would cause their students to ignore their mistakes and care less about the correct use of English. It was natural for that kind of fear to be highlighted by the participants as a kind of drawback towards ELF-oriented implementations since grammar and error correction occupied a central place in the research study context. Turkish EFL instructors working in the research context teach their students' academic writing skills and give feedback on students' written work. The feedback mainly entails correcting learners' grammar, syntax, and spelling mistakes. Therefore, in a context where academic writing skills are taught focusing on grammatical accuracy, they may not prefer their learners to be exposed to mistakes very often, even though these mistakes do not cause communication breakdown.

Some participants regarded the scope of ELF as a challenge; they defined ELF as limited due to its focus on communication and speaking skills. They perceived ELF as compatible with teaching speaking skills. Moreover, regarding the practical application of ELF, there is a lack of clear guidelines about how to integrate it into teaching practices. Another concern regarding ELF was related to the difficulty of teaching pragmatics. These perceived challenges might have to do with the dynamic and changeable character of ELF. ELF cannot be described as one of the traditional varieties of English based on fixed grammatical, lexical, pragmatical, and pronunciation features because what matters in an ELF context is that users of English can employ accommodation and negotiation strategies while communicating (Cogo et al., 2021). Thus, ELF might appear challenging to integrate into actual classrooms for teachers who are accustomed to teaching English following fixed and standard rules or who prefer teaching English following one particular native variety of English (e.g., British English, American English).

This present study presented different challenges and difficulties with applying ELF in actual classrooms compared to previous research studies. Sifakis and Bayyurt (2015) and Kemaloğlu-Er and Bayyurt (2019) revealed that local school context might pose challenges to implementing ELF-aware teaching. That is, stakeholders such as school management and parents, especially in private schools, might limit teachers'

choices, and teachers might have to stick to native speaker varieties and models in their classes. Sifakis and Bayyurt (2015) argued that for some parents whose kids study at private schools, learning English is a kind of commodity that they invest their money into, a finding echoed by Cogo and Siqueira (2017). However, similar concerns were not raised in this present study. Research context might account for these variations. This present study was conducted in a state university. Parents do not directly get involved in how their children learn English in higher education contexts. In addition, state universities within the Turkish context offer free English education to students.

Another point worth mentioning about challenges and difficulties that emerged in this present study is that it was conducted with in-service teachers working in a real teaching context. This might explain why the previous studies did not mention some challenges and difficulties identified in this study (e.g., time constraints stemming from the school's programme, an exam-oriented system, and extra workload). The number of studies focusing on ELF-oriented teacher education remains insufficient, and most research concerning ELF-oriented teacher education is concerned with informing pre-service teachers about ELF and related issues (e.g., Biricik-Deniz et al., 2020; Kemaloğlu-Er & Bayyurt, 2019; Soruç & Griffiths, 2021; Vettorel, 2015). Therefore, in some of the earlier study contexts, the participants integrated ELF-oriented activities during the practicum or micro-taught some of the lessons they prepared to their peers (e.g., Kemaloğlu-Er & Bayyurt, 2019). Some studies did not involve teaching as they focused on educating pre-service teachers about ELF (e.g., Biricik-Deniz et al., 2020; Soruç & Griffiths, 2021). As emphasised in previous studies (e.g., Kemaloğlu-Er & Bayyurt, 2019; Kemaloğlu-Er, 2021), microteaching and teaching during the practicum have their own limitations. Microteaching does not occur in a natural teaching context; therefore, it may not reflect real challenges related to integrating ELF into the actual classroom contexts. Regarding the caveats of practicum, teacher candidates have to teach in classes that they take over from other teachers and teach English in these classes only a few times. Considering the limitations mentioned earlier, some previous research lacked an actual teaching context, which might have caused the participants not to observe potential drawbacks and challenges. Since this study was conducted in a natural teaching setting, it might have offered better insights into potential drawbacks and challenges posed by using ELF-oriented activities in English classes.

All in all, this present study showcases the need to investigate ELF in L2 contexts from multiple perspectives, such as coursebooks selected to teach English, attitudes of English teachers towards ELF, and their opinions on conducting ELF-oriented activities in their classes. Investigation of coursebooks revealed the absence of ELF even in a recently published book series. This present study demonstrated that teachers remained unclear about the relevance of different dimensions of ELF while teaching English. Finally, the study revealed that employing ELF-oriented materials brought many benefits to language classes in addition to challenges.

6. CONCLUSION

This chapter provides conclusions regarding the study's findings. First, the results are outlined with a summary. Subsequently, conclusions are presented, and the pedagogical implications are discussed. Finally, suggestions for further studies are given based on the findings.

6. 1. Summary of the Findings

This study aimed to inspect the coursebooks employed in the research context to identify how they represented ELF and focused on Turkish EFL instructors' awareness of ELF. Moreover, it delved into Turkish EFL instructors' views on implementing ELF-oriented activities in their teaching context after being provided with a five-week-long ELF-oriented teacher training programme.

An analysis of coursebooks used in the research context was conducted to determine their incorporation of ELF based on a framework developed from Hu and McKay's (2014) analytic scheme, Yuen's (2011) "4Ps" and Kachru's (1985) concentric circles. To uncover Turkish EFL instructors' awareness of ELF, a questionnaire developed by Bayyurt et al. (2019) was administered to 42 participants who worked at the preparatory school at a Turkish public university. In line with the findings obtained from coursebooks and the questionnaire, an ELF-oriented training designed by the researcher based on research conducted on ELF was initiated. A total of seven participants took part in the ELF-oriented teacher training. The training, which lasted five weeks, exposed Turkish EFL instructors to both the theory and practical implementation of ELF. Post-training sessions were followed by one-to-one semi-structured interviews with the seven participants who received the ELF-oriented teacher training. The data extracted from the textbooks and the questionnaire were analysed via descriptive statistics. The qualitative data gathered from the weekly reflective journals and semi-structured interviews were analysed using the Constant Comparison Method.

Quantitative data collected from the textbooks manifested that the coursebooks used as the primary teaching materials failed to reflect an ELF-oriented perspective. Findings showed that the most dominant culture depicted in the books was British culture and cultures of other Inner Circle countries such as America and Australia. At the same time, there was limited representation of cultures of expanding and Outer Circle countries. There were hardly any interactions involving native and non-native speakers, and there

were no examples of interactions occurring only between non-native English speakers. Most of the interactions happened only between native speakers of English. The variety of English that dominated the book was standard British English, excluding other native and non-native varieties of English. In that sense, the books were ideologically oriented towards native speakerism.

The quantitative data gathered from the questionnaire revealed that Turkish EFL teachers had ambivalent views with respect to ELF. Though they were aware of the role of English as a lingua franca in certain respects, they still held views in line with mainstream perspectives in ELT. Comprised of five different sections, the questionnaire focused on teachers' cultural awareness of native and non-native cultures, their opinions on native speakers and varieties of English, their awareness of communication goals, the role of certain variables such as accent, vocabulary, knowledge of native-speaker culture and non-native-speaker culture. The findings obtained from all these five sections mentioned can be summarised as follows: The participants embraced the idea of introducing non-native English-speaking cultures through materials used in language classes, and they also supported the view that learners need to be made aware of similarities and differences between native-English speaking cultures and their own culture. Nonetheless, they still believed that learners' knowledge of English-speaking cultures was indispensable for successful communication, and it was essential to incorporate components of British and American culture into language materials. Turkish EFL instructors acknowledged English as a global language used in communicative interactions with native and non-native speakers of English, and they did not give priority to attaining native-like competence or accent in language learning.

On the other hand, their views on the material development, choice of accent adopted in classroom settings, and accents used by native and non-native English teachers did not precisely reflect an ELF-oriented perspective. The participants did not adopt a clear stance on whether materials should be developed by native speakers of English or not. The participants favoured adopting British or American English in language teaching on pragmatic grounds, and they supported the idea that both native and non-native English teachers should use standard English even if having a British or American accent was not necessary for them. The participants were aware of the role of intelligibility instead of a native-like accent in communicating successfully in English and the effect of introducing learners to non-native varieties on their language learning. However, they favoured the

idea that grammatical accuracy affected successful interactions. Finally, they supported the view that knowing grammar and native English-speaking cultures and following native-speaker norms were essential in ELF interactions, which contradicted perspectives put forward by ELF scholars. However, they accepted that knowing pragmatic communication strategies and non-native cultures played roles in ELF interactions.

Given the lack of representation of ELF in the coursebooks used in the research context and Turkish EFL instructors' limited awareness of ELF and ambiguous attitudes towards ELF, a five-week ELF-oriented teacher training was designed. Qualitative data collected throughout the training process via reflective journals and at the end of the training through semi-structured interviews conducted revealed that the participants in the research context expressed favourable views on using ELF-oriented activities in their teaching context; nevertheless, they remained unclear about embracing a teaching perspective solely based on the use of ELF-oriented materials, indicating participants' uncertainty on the issue of ELF. In that sense, qualitative data from the reflective journals and semi-structured interviews yielded results congruent with the quantitative data obtained from the questionnaire about Turkish EFL instructors' awareness.

The qualitative findings unveiled the participants' opinions on implementing ELF-oriented activities in their classes. It was discovered that while participants mostly held favourable views on integrating ELF-oriented activities into their teaching practices (n= 1144 codes), they also expressed particular challenges and drawbacks (n= 236). The benefits and strengths of using ELF-oriented activities included positive effects on students' affective factors such as increased awareness, motivation, self-confidence, class participation, tolerance for diverse English-speaking cultures and people, different accents, enriched learning environment, and enhanced learning atmosphere. The participants highlighted the applicability of ELF in their teaching context as another strength, as ELF-oriented activities corresponded to teaching outcomes and aims within the research context. What is more, making English learning a more achievable goal for learners and preparing them for possible future scenarios were some of the other strengths perceived by the participants. Other benefits perceived by the participants were teachers' gains, which incorporated gains such as heightened awareness of ELF, a capacity to integrate ELF-related materials into their teaching practices, a critical stance towards teaching materials, first-hand experience in developing ELF-oriented activities,

flexibility in their teaching practices, professional growth, and practical application of ELF in their classes.

In addition to positive dimensions concerning using ELF-related materials, the participants reported drawbacks and challenges (n= 236). Problems stemming from the teaching context were the most frequently mentioned challenges. The participants stated that time limitations, the intensity of their programme at school, exams, and assignments, ongoing online classes, the obligation to teach in different classes, increased workload, and the need for systematic and collective action to plan that involves the willingness and cooperation of all the stakeholders within the research context could cause problems concerning implementing ELF-oriented activities. The participants also suggested certain features of ELF as challenges to the practical integration into language teaching. They noted that the need for error correction in teaching certain linguistic skills presented challenges to implementing ELF-oriented tasks. The participants also pointed out that the ELF approach should be approached with more caution when academic English and grammar instruction are concerned as it might encourage learners to misuse English. Additionally, it was found that the participants seemed to identify the ELF approach with speaking, and they were discouraged by the lack of pedagogical guidelines regarding how to integrate ELF into teaching. Finally, they brought up challenges stemming from learners, such as their prejudice against non-native accents and cultures, and low proficiency levels.

All in all, the findings manifest that the books used in the research context were far from introducing an ELF-oriented perspective into language classes despite the expanded role of English as a lingua franca worldwide. Moreover, the findings obtained from the ELF-awareness questionnaire suggested that Turkish EFL instructors did not have straightforward attitudes concerning ELF. Finally, qualitative findings gathered through reflective journals, and semi-structured interviews showcased that Turkish instructors expressed more benefits, strengths, and gains concerning implementing ELF-oriented activities in their context compared to drawbacks and challenges that could negatively affect the application of ELF-oriented activities in their teaching context.

6. 2. Conclusion

The findings of this present study demonstrated that the coursebooks adopted in the research context failed to represent English as a lingua franca when cultural items

depicted, interactions occurring between speakers of English, topics covered, and language ideology promoted in the coursebooks were analysed. In light of the overall quantitative findings obtained from the coursebooks, it can be concluded that the use of English as a lingua franca was not highlighted in the coursebooks used in the research context, as echoed by various studies (e.g., Calefi, 2016; Guerra et al., 2020; Nguyen et al., 2020; Tomlinson & Masuhara, 2013; Vettorel & Lopriore, 2013). Another aim of the study was to discover Turkish EFL instructors' attitudes towards ELF and ELF-oriented activities and materials. In this respect, findings manifested that the participants in the study displayed ambivalent attitudes towards ELF, as pointed out by multiple different studies (Bayyurt et al., 2019; Dewey & Pineda, 2020; İnal & Özdemir, 2015; Incecay & Akyel, 2014; Rahatlou et al., 2018; Suzuki, 2010).

Given the findings above, an ELF-oriented teacher training programme was developed and provided to participant teachers. Based on the findings obtained from the qualitative data from the research, it can be argued that the training teacher programme raised Turkish EFL instructors' awareness of ELF, considering their lack of recognition or limited knowledge of ELF before the training they received, as reported by them. That suggests that in-service teachers do not receive appropriate training opportunities about ELF awareness and how to implement ELF-oriented activities and materials in their actual teaching context. Even though Turkish instructors within the research are provided with occasional in-service training opportunities about testing, they are not educated about ELF and the implications of ELF on language teaching. Moreover, it was seen that the participants expanded their knowledge of ELF and issues related to ELF only after having received the training. That indicates that Turkish EFL instructors had limited knowledge of ELF as they were not informed about ELF and related issues during their undergraduate years. In that regard, it can be inferred that ELT departments in Turkey do not inform teacher candidates about ELF.

Findings from qualitative data gathered from the participants during and after the ELF-oriented teacher training demonstrated that the participants had favourable views on using ELF-oriented activities in their classes, highlighting multiple benefits and strengths and several teachers' gains. The participants also expressed certain drawbacks and challenges concerning using ELF-oriented teaching materials. Considering all these benefits and strengths, it can be deduced that integrating ELF-oriented activities into the curriculum can significantly benefit English teaching practices. Given that one of the

most highlighted benefits of using ELF-oriented activities was increased confidence, motivation, and awareness of learners, it can be argued that when ELF-oriented materials are integrated into the programme, learners display more positive attitudes towards learning English. This again suggests that awareness of ELF can be designated as one of the learning goals and that goal can be achieved through materials concerned with ELF and related issues.

Findings in relation to the qualitative data obtained in this present study showed that teachers had numerous gains thanks to the ELF-oriented teacher training that they took part in. It was observed that the participants not only gained an awareness of ELF as a concept but also developed an awareness regarding how to integrate ELF into their language teaching through weekly ELF-oriented tasks that they employed in their classes. They felt they could assess the coursebooks they used from an ELF perspective after the training. Additionally, the training helped them professionally improve themselves and get more flexible regarding error correction. Thus, it can be concluded that there is a need for an ELF-oriented teacher training programme to introduce EFL instructors to the theory of ELF and guide them about how to apply ELF-oriented practices in their classes and how to design these kinds of materials to raise their awareness of ELF and them help adopt new attitudes and perspectives towards teaching English.

Finally, the analysed books were the main teaching materials used in the research context, and the findings revealed that they fell short of reflecting diversification concerning users of English and the varied locations where English is used. So, it can be inferred that ELF has not been taken into consideration in the selection of coursebooks and has not yet been integrated into the curriculum. As coursebooks aim to reach diverse audiences across the globe, they tend to overlook culture-specific content related to countries from Outer and Expanding Circles, that is, non-native English-speaking parts of the world. Instead, they generally represent native-English-speaking Inner Circle countries and adopt native varieties of English, such as British or American English as the linguistic models. In that regard, it can be concluded that coursebooks can be supplemented with ELF-oriented activities and materials that will enable teachers to raise learners' awareness of the role of English as a lingua franca used in different contexts by people from diverse backgrounds. Teachers of English can be provided with extra materials that they can implement to create an awareness of ELF in their classes.

Seminars, workshops, and online training sessions can be organised to guide teachers on adapting and supplementing coursebooks to make them more ELF-oriented materials.

Overall, the findings gathered from the analysed coursebooks manifest how the books reflect ELF. Findings showed that ELF was not incorporated into the analysed coursebooks. Findings gathered from the questionnaire shed light upon Turkish EFL instructors' awareness of ELF. It was discovered that Turkish instructors remained unclear about the role of ELF in certain aspects. An ELF-oriented teacher training program was designed based on the data obtained from Turkish EFL instructors. The findings showed that implementing ELF-oriented activities could benefit language teaching, learners, and teachers. It was discovered that EFL instructors increased their awareness and developed new perspectives on teaching English when provided with an ELF-oriented training programme and a chance to apply ELF-oriented activities in their classes. The findings also showed that when appropriate ELF-oriented activities were integrated into language classes in EFL contexts like Türkiye, they positively affected language learning and helped learners deal with the affective filters that might hinder their language learning.

6. 3. Implications

Considering the abovementioned findings, this study might offer new insights into ELF in related research. Quantitative data collected from the analysed coursebooks reveal how the books fail to reflect the plurality and diversity of today's English, as argued by ELF studies. The quantitative and qualitative data obtained from Turkish EFL instructors working in a higher education context illustrate positive and negative aspects related to the use of ELF-oriented activities and materials. Some pedagogical implications arising from the findings of this study are put forward below.

As revealed by the findings of the study, teachers lack awareness of ELF; thus, providing teachers with in-service training programmes, workshops, and seminars might play a crucial role in sensitising them to ELF and issues related to ELF. Moreover, exposing English teachers to ELF-related classroom materials or encouraging them to develop new materials through in-service training, workshops, and seminars can be an essential step in the classroom application of ELF. As teachers raise their awareness and gain familiarity with integrating ELF into their classes and the capability to design ELF-related materials, it will be much easier for them to implement ELF-related activities in their classes. In light of the benefits and strengths of using ELF-oriented activities

perceived by Turkish instructors, teachers can be made aware of the relevance of ELF awareness in intercultural communication and interaction involving NSs and NNSs, and they can be encouraged to develop materials to equip learners with intercultural communicative and pragmatic competence.

Another implication of this study is to raise awareness of ELF among English learners as they are likely to use English as a lingua franca rather than a foreign language. That is, using English as a lingua franca means that learners might need English to communicate with NSs and NNSs in different contexts such as workplaces, schools, holidays abroad, and while online. However, it is more likely that they will encounter other non-natives rather than native-English- speaking individuals, so it is essential to increase their awareness of ELF. Learners will be better prepared for future situations that might call for using English as a lingua franca. To that end, it might be effective to integrate ELF-oriented activities into the curriculum or set ELF awareness as a teaching goal and outcome, and coursebooks could be supported with extra materials and activities that can help learners notice the gap in their existing knowledge regarding ELF. In that sense, exposing learners to activities where they can be made aware of the different varieties of English used by native and non-native speakers in real-life contexts where users can be seen to conform to the norms of their own cultures can yield positive results. It might be beneficial to direct learners to language learning apps, social media accounts, and YouTube channels where they can meet and interact with English users from different cultural and linguistic backgrounds outside the classroom. In this regard, the challenges concerning learners (e.g., reinforcement of incorrect use of English, their English proficiency levels, and their negative perception of non-native cultures and accents) can be considered. In contrast, guiding learners to informal digital sources so that learners can make good use of digital sources, find more reliable and effective sources, having an awareness of ELF. This has an important implication for teacher educators and language teachers. They can capitalise on learner-related challenges of using ELF-oriented activities and materials to eliminate the negative effects of these factors on learners' opinions on the integration of ELF in language classes.

In the higher education context where this present study was conducted, professional development units can take the initiative to provide language teachers with ELF-informed workshops, seminars, and in-service teacher training opportunities, considering both the benefits and challenges put forward in this study. Even though this

study was conducted in an in-service context, the findings also indicate the need to implement ELF-oriented activities for pre-service teacher education. EFL instructors who joined the training sessions expressed that they had not been informed about ELF as a part of their undergraduate education. In that sense, if ELF and issues related to ELF are incorporated into pre-service teacher education programmes in ELT departments, teachers can gain an awareness of ELF early on before they embark on their professional teaching journey. Not only did this study uncover benefits and strengths related to integrating ELF-oriented activities in language classes, but it also identified several challenges and drawbacks that using ELF-oriented activities might create. The challenges and drawbacks involved teaching context-related factors such as the obligation to cover the school's programme, time constraints, teachers' concerns about ELF such as the role of ELF in academic English, potential impact of ELF on incorrect use of English, ELF's focus on spoken English and learners-related issues including low proficiency levels, prejudice against non-native accents and cultures. Considering these challenges and drawbacks, during the pre-service and in-service period, English teachers can be introduced to hands-on activities and practices that they can apply to overcome their concerns about implementing ELF-oriented activities and materials while teaching English. This, in turn, can increase the efficacy of ELF-oriented activities and materials used in the classroom.

An additional implication of the present study concerns instructors who work at professional development, material development units, or instructors responsible for selecting coursebooks. In many L2 contexts, what is taught in classrooms and what is assessed in exams are usually determined by the books adopted to teach English. Therefore, selecting teaching materials, that is, coursebooks, is crucial in increasing teachers' and learners' cognisance of ELF. Coursebook selection guidelines used by schools can be updated via the integration of criteria concerned with the representation of ELF, and people in charge of selecting coursebooks in these schools can also follow these criteria when choosing coursebooks. In light of the findings of this study, different dimensions related to the incorporation of ELF, such as the representation of cultural elements from different cultures around the world, people involved in communicative interactions, coverage of intercultural communication topics, and dominant language ideology, can be considered when it is time for selection of new coursebooks. People in

charge of selecting coursebooks can benefit from these aspects to identify and compensate for the shortcomings of the books concerning their representation of ELF.

The final implication of the present study is related to language assessment, as it is one of the key components of ELT programmes. Exams in many L2 contexts are prepared in accordance with the primary teaching materials. However, when ELF-oriented teaching materials are implemented to raise learners' awareness in L2 contexts, this might also have particular implications for English instructors responsible for preparing exams. In this regard, an ELF-oriented approach can be integrated into language assessment. The findings of this present study revealed the benefits of using ELF-oriented materials on learners' speaking and listening skills, so ELF-oriented assessment can focus on these skills, unlike grammar and writing, which were perceived as less compatible with ELF by Turkish EFL instructors as grammatical accuracy is vital for learners' exam success within the research context. Listening tracks where learners not only hear native speakers but also non-native speakers and reading texts that deal with non-native English-speaking cultures can be integrated into exams to make language assessment more ELF-oriented. In line with the study's findings, the implications were proposed to raise teachers' awareness of ELF, integrate ELF-oriented activities into actual classroom settings, and examine the coursebooks from an ELF perspective. The summary of the implications is displayed in Table 6.1.

Table 6.1. *Summary of Implications*

	Implications
Teachers (In-service & Pre-service)	• Raising their awareness of ELF and developing ELF-oriented activities to implement in language classes • Familiarising learners with different aspects of ELF via ELF-oriented materials • Making learners notice the gap in their knowledge via ELF-oriented materials
Learners	• Gaining an awareness of the use of English as a lingua franca • Using informal digital platforms to interact with users of English from different cultural and linguistic backgrounds
Professional Development Unit	• Organizing trainings, workshops, and seminars to increase the teachers' awareness of ELF • Equipping teachers with ELF-oriented materials to apply in their classrooms • Selecting coursebooks based on their representation of ELF • Supplementing coursebooks with ELF-oriented activities

Table 6.1. (Continued) *Summary of Implications*

Curriculum Designers	• Integrating ELF-oriented materials and activities into the curriculum • Setting ELF awareness as a learning goal and outcome
Testing Unit	• Assessing learners by incorporating ELF-oriented listening tracks and reading texts
Teacher Educators	• Developing ELF-oriented activities based on challenges and drawbacks put forward by research conducted on ELF and introducing them to teachers

6. 4. Suggestions For Further Studies

The findings of this study unveil several suggestions for further research. As highlighted in the relevant literature and pointed out by the implications of this study, more research is needed on teachers' awareness of ELF and the practical integration of ELF into language classrooms. Similar studies can be conducted with a larger sample size, and the duration of the teacher training involved in these studies can be extended.

Expanding the scope of research, similar studies could be conducted with diverse groups of EFL instructors. These could include those working at different universities and various levels of K-12 education. Such an approach would yield data from a wide range of L2 teaching contexts, enriching our understanding of the implications, challenges, and problems related to implementing an ELF-oriented approach in different EFL settings.

The current study focused on two coursebooks and how they reflect ELF. The books analysed in this study were A2 and B1 levels. Similar studies could be conducted with higher-level coursebooks in various EFL contexts, as more advanced-level books expose learners to more cultural items and more diverse topics. In this way, more comprehensive information can be gathered to support coursebooks with more effective ELF-oriented materials.

This current study delved into teachers' awareness of ELF and their views on applying ELF-oriented activities. Along with teachers' awareness and opinions on using ELF-oriented activities, similar studies could also investigate students' awareness of ELF and their thoughts on using ELF-oriented activities while learning English. Data can be collected from teachers and learners using different data collection instruments such as questionnaires, reflective journals, and interviews. That can enable prospective researchers to compare the views of two different stakeholders in EFL contexts and

identify in what respects they agree or disagree with one another. This way, more detailed data regarding implementing an ELF-oriented approach in actual language classes can be gathered.

Turkish EFL instructors in the present study were not obliged to design ELF-oriented materials due to the short span of the training and their tight schedules. Therefore, only one or two instructors developed materials for their classes on certain weeks. The participants in similar studies could be asked to prepare materials. Encouraging the teachers to produce ELF-oriented materials and apply them in their classes could increase their involvement. Therefore, participants could offer in-depth perspectives on implementing ELF-oriented activities in their teaching practices.

Instructors' attitudes towards an ELF-informed approach and ELF-oriented activities in language teaching may come down to individual differences. Therefore, similar studies can be designed and conducted to explore the reasons behind these differences. Additionally, similar studies can be carried out to investigate individual differences among learners towards ELF-oriented language teaching and the impact of ELF-oriented activities on their affective factors, such as motivation and anxiety, that facilitate or hinder language learning.

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Appendix – A: Sample Consent Form

Gönüllü Katılım Formu

ODİ Farkındalık Anketi İçin Verilecek Gönüllü Katılım Formu

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, "Uluslararası İngilizce Ders Kitaplarında İngilizcenin Ortak Dil (ODİ) Olarak Yansıtılması ve Türkiye'de Bir Öğretim Ortamında İngilizce Eğitmenlerinin ODİ Odaklı Pedagoji Farkındalığı Üzerine Görüşleri" başlıklı bir araştırma çalışması olup İngilizce öğretiminde kullanılan ders kitaplarının İngilizceyi "ortak dil" olarak yansıtma noktasında içeriklerini inceleme ve İngilizce eğitmenlerinin Ortak Bir Olarak İngilizceyi temel alan dil öğretim yaklaşım ile ilgili görüşlerini ortaya çıkarmak amacını taşımaktadır. Çalışma, Asiye Öztürk tarafından yürütülmekte ve sonuçları ile Ortak Dil Olarak İngilizce araştırma alanının gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anket yapılarak sizden veriler toplanacaktır.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma sonuna ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi İngiliz Dili ve Eğitimi bölümünden Asiye Öztürk'e yöneltebilirsiniz.

Araştırmacı Adı: Asiye Öztürk
Adres:
Cep Tel:
E-posta adresi:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.
(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:
İmza:
Tarih:

Appendix – B: Sample Consent Form

Gönüllü Katılım Formu

ELF-Odaklı Öğretmen Eğitimi İçin Verilecek Gönüllü Katılım Formu

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, "İç Halka, Dış Halka ve Genişleyen Halka Kültürlerinin Türkiye'deki Bir Devlet Üniversitesinin İngilizce Hazırlık Okulunda Kullanılan Ders Kitaplarındaki Temsilinin Karşılaştırılması " başlıklı bir araştırma çalışması olup İngilizce öğretiminde kullanılan ders kitaplarının İngilizceyi "ortak dil" olarak yansıtma noktasında içeriklerini inceleme ve İngilizce eğitmenlerinin Ortak Bir Olarak İngilizceyi temel alan dil öğretim yaklaşım ile ilgili görüşlerini ortaya çıkarmak amacını taşımaktadır. Çalışma, Asiye Öztürk tarafından yürütülmekte ve sonuçları ile Ortak Dil Olarak İngilizce araştırma alanının gelişimine ışık tutulacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, yansıtmalı günlükler yoluyla sizden veriler toplanacaktır.
- Araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler araştırma sonuna ile korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi İngiliz Dili ve Eğitimi bölümünden Asiye Öztürk'e yöneltebilirsiniz.

Araştırmacı Adı: Asiye Öztürk
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E-posta:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.
(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:
İmza:
Tarih:

Appendix – C. ELF-Oriented Activities

WEEK I

Sample Task I

In the video below, a Japanese youtuber has street interviews with foreign people living in Japan about things not to do in Japan. Watch the second half of the video (06:24- 10:50) where a French woman and a Sri Lankan man are interviewed and answer the question below.



- What things should people avoid doing in Japan according to interviewees?

French woman:

Sri Lankan man:

- Are the things not to do acceptable in your country/culture?

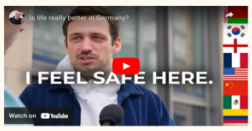
Sample Task I



- What do you think about this activity?
- Do you use these kinds of videos to raise your students' awareness of different English-speaking cultures and users of English? If yes, how often?
- Do you think this video can be effective in raising your students' ELF awareness? Why or why not?

Sample Task II

"Is Life Better in Germany?"



- You will watch street interviews with people from different countries living in Munich, Germany. Watch the first part of the video **(until 04:20)** and try to do the exercises that you will see on next slides.

Sample Task II

	A. Write down the country each person comes from.
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	

Sample Task II

B. Complete the notes with the words you hear.

Thoughts on Germany

Speaker 1: More _____ ; when compared to people in France, they _____ _____.

Speaker 2: As a woman, security in Munich is very important, I feel that here. Even at 02:00 a.m. I can walk alone and _____ _____home.

Speaker 3: Munich is very easy to live in compared to Istanbul. I get pretty _____ here. And the universities you do not have to pay anything and it is very _____ .

Speaker 4: Where I live in London is not that nice. In London if I am not walking to the tube, I see s...It's like a bit of an audio but you get immune to it. But here it's quite nice, it's quite quite _____ , specifically the river is like the best thing.

Speaker 5: It's good when we have _____ . You know it's May, and it feels like winter...

Speaker 6: There's a lot more _____ and _____ for citizens. That's the main points for me. Human rights, defense, and there's a certain independency of mind.

Sample Task II

B. Complete the notes with the words you hear.

Thoughts on Germany

Speaker 7: It's a better perspective in a way that if you are doing your job and if you are really trying, you know that it will get better for you. You will get a better _____ and a better _____ because it's not like that in my home country. There are some factors that are out of your hands but here it's a bit how hard you try, you will get rewarded...

Speaker 8: The way of life here, I feel like the US is work, work, work, _____. Well here it's more about life _____ and living life, about going on holiday and going out for after-work drinks and _____ with your friends all and in the USA, it's go to work, go home-go to work, go home. It's all there is, people brag about how long it's been since they take a vacation.

Speaker 9: Definitely better in a sense of _____, so just like working here better _____ as a student as well. I study just here, so basically like you can get a job as a student super easily which is not the case in Honduras and that's something I really enjoy.

Sample Task II

C. There are (two) native and (nine) non-native speakers in the interviews.

- Which speakers are easier to understand and why?
- Which speakers are harder to understand and why?
- Do you think not having a native accent makes speakers' English harder to understand?
- Any other comments?

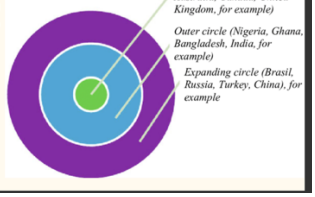


- What do you think about this activity?
- Do you think it will serve as an effective teaching material to raise awareness on ELF?
- Would you like to use it in your own class? Why or why not?

Sample Task III

- Do you know Braj B. Kachru and his notion of concentric circles?
- What do you think each circle represents?
- Do you think countries from each circle and their cultures are equally represented in your textbooks?

Kachru's Concentric Circles



1-Writing Skills



2-Reading Skills



3-Reading Skills


Unit 11 Homes

READING

1 Work with a partner and answer these questions.

1 Describe the area where you live.
2 Do you feel safe in your area / in your home?
3 Look at the photo in the article. What is this place, do you think?

2 Read the article quickly and choose the best answer (a, b, c or d).

The article tells us about gated communities
a in the future.
b now.
c now and in the future.
d in the future, now and in the past.

3 Read the article again. Which of these ideas are in it?

1 Gated communities existed a long time ago.
2 Gated communities will have a lot of facilities.
3 You can find these communities in many places around the world already.
4 They are expensive to live in.
5 There is no crime in them.
6 Some people are against gated communities.

Separate lives

A What kind of homes will we live in twenty or thirty years from now? Some people think that many of us will live in 'gated communities'. There will be high walls and fences around our houses and flats. Security guards will control the entrances. Inside, there will be parks and play areas for children, supermarkets, business centres and travel agencies, restaurants, gyms and golf courses.

B These gated communities already exist in many countries. Some of them are like small towns, and in Brazil, some even have their own schools. Of course, they aren't cheap places to live in: at Beverley Park, in Los Angeles, houses cost between twelve and thirty-two million dollars.

C It's clear why people want to live in them. In Johannesburg, South Africa, sixty-five percent of residents feel unsafe in their homes at night. In many cities, public spaces like parks are sometimes dangerous. A gated community gives people a feeling of security and, naturally, people want to feel safe.

D But not everyone is happy about a future of gated communities, including some top police officers. They say that the people in the communities won't mix with people outside. Also, the gap between rich and the poor will increase, and society will become more dangerous.

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4-Speaking & Listening Skills


Unit 11 Homes

11.3 SCENARIO FINDING A FLAT

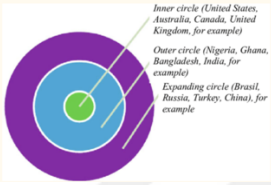
PREPARATION

KEY LANGUAGE

PRONUNCIATION

Sample Task III

- What do you think about this activity?
- Do you think that reading, writing, listening and speaking materials on your textbooks should be regarded critically from an ELF-oriented perspective?
- Would you like to encourage your students to develop critical perspectives towards textbooks that you use? Why or why not?



Practice Task

- Take a look at your course-books and the unit you have to cover this week. Are there any activities that you can use or adapt to teach ELF?
- If there are no ELF-related activities, can you design a ELF-related activity that can raise ELF awareness of your students?

WEEK II

Sample Task I Part I

- Take a look at the phonemic chart on the right.
- Are there any sounds that you are not familiar with?
- Which sounds do you find hard to pronounce and why?
- Do you use phonemic chart in your classes to teach pronunciation? If yes, which sounds do you find hard to teach and why?

Phonemic Chart

Sounds of English

VOWELS

ɪ	ʊ	ʌ	ɒ	ə	e	æ		"short"
iː	uː	ɑː	ɔː	ɜː				"long"
ɪə	ʊə	aɪ	ɔɪ	aʊ	eə	əʊ	eɪ	diphthongs

CONSONANTS

p	t	tʃ	k	f	θ	s	ʃ	voiceless
b	d	dʒ	g	v	ð	z	ʒ	voiced
m	n	ŋ	h	l	r	w	j	

bbclearning

Sample Task I-Part I Minimal Pairs

Before Watching

- Do you know what a minimal pair is?
- Watch the video below which explains minimal pairs with examples.



After Watching

- What (vowel) sounds does the video focus on?
- What are minimal pair examples for the sounds in the video?

Sample Task I-Part I

After Watching

What is the difference between the sounds **/iː/ and /ɪ/?**



- Now take turns and practise saying the minimal pairs taken from the video.

/iː/ /ɪ/
sheep-ship
bean-bin
seat-sit
gene-gin

- Practise saying the tongue-twister.
"Pete bit each bit of meat".

Listen to the sentences below. Which sound (a=iː , b=ɪ) do you hear in each one?

- I am **living** here. ____ I am **leaving** here.____
- Let's **feel** it.____ Let's **fill** it.
- The **hit** of the summer is underway.____ The **heat** of the summer is underway.____

Sample Task I Part II

Actually, there are many minimal pairs in English. In other words, there are a lot of words that differ in only one sound. They can be used to teach some **lingua franca core features such as the difference between short and long vowels, or confusing consonants.**

- **Which confusing sounds can be taught with minimal pairs, do you think?**

Sample Task I Part II

Take a look at the common minimal vowel sounds. Which sounds are more important to teach when you take lingua franca cores into consideration?

Common Minimal Pairs

Vowel sounds

æ	ʌ	ɪ	iː	ɜː	ɔː
cat	cut	ship	sheep	work	walk
ankle	uncle	it	eat	bird	boned
ran	run	hit	heat	fur	for
drank	drunk	bin	bean	shirt	short
match	much	live	leave	sir	saw

æ	eɪ	e	ɑː	ɔː
hat	hate	bat	bet	far	four
mad	made	dad	dead	tart	taught
lack	lake	pack	peck	part	port
back	bake	sad	said	farm	form
cap	cape	tan	ten	barn	born

Sample Task I Part II

Take a look at the common minimal consonant sounds now. Which sounds are more important to teach when you take lingua franca cores into consideration?

Consonant sounds

s	θ
tin	thin
true	through
free	three
taught	thought
boat	both

r	l
try	fly
right	light
grammar	glamour
wrong	long
wrist	list

v	b
vote	boat
very	berry
van	ban
vest	best
vet	bet

ʃ	s
ship	sip
she	sea
sure	sore
shoot	suit
shy	sigh

ʃ	tʃ
shoes	choose
sheep	cheap
wash	watch
mash	match
cash	catch

s	z
sip	zip
sue	zoo
place	plays
rice	rise
ice	eyes

s	θ
sin	thin
sum	thumb
sank	thank
sink	think
saw	thaw

ŋk	ŋ
think	thing
sank	sang
bank	bang
rink	ring
sunk	sung

p	b
pin	bin
pest	best
pig	big
pit	bit
poured	bored

d	ð
doze	those
day	they
dare	there
den	then
dough	though

w	v
wine	vine
west	vest
while	vile
wet	vet
wary	vary

p	f
poor	four
pair	fair
pine	fine
pill	fill
please	fleas

Sample Task I
Part II

Here are some sounds that Turkish students tend to have problems with. These sounds could be taught with minimal pairs.

w-v
-The vine looks great.
-The wine looks great.
wet-vet
·west-vest
·wary-vary
·wine-vine
·while-vile

s-z
-The (pay) rise did not please us.
-The rice (food) did not please us.
·rice-rise
·ice-eyes
·spice-spies
·niece-knees
·place-plays

t - θ
-I thought in an empty class.
-I taught in an empty class.
·tree-three
·tank-thank
·boat-both
·taught-thought
·debt-death

t-d
-I don't think I hurt him.
-I don't think I heard him.
·heart-hard
·kit-kid
·hurt-heard
·write-ride
·route-rude

e-eɪ
·wet-wait
·tell-tale
·west-waste
·fell-fail
·letter-later
·sell-sale
·test-taste

ŋ - k
·thing-think
·bang- bank
·sang- sank
·bring- brink
·sung-sunk

- What do you think about these activities about minimal pairs?
- Which activity do you like the most and why?
- Do you think minimal pairs are important to teach to prepare students for ELF interactions?
- Are there any minimal pairs activities to teach pronunciation or listening skills in the textbooks you use?

Sample Task I
Part II

You are all given a bingo card randomly. Now you will hear the words on your cards. When you hear all the words on your card, say bingo.

ŋ–k w-v s–z t-d t–θ e-eɪ

vary	wary	rice	rise	taught	thought
heart	hard	tree	three	niece	knees
thing	think	west	waste	vet	wet
tell	tale	write	ride	sang	sank

Sample Task I
Part II

You are all given a bingo card randomly. Now you will hear the words on your cards. When you hear all the words on your card, say bingo.

A

heart	sang	thought	thing
tree	tell	niece	vet
sank	west	hard	wet

B

think	niece	west	ride
write	tree	rise	waste
sank	tell	vary	wary

C

three	waste	tree	west
knees	think	ride	sank
sang	heart	vet	tale

D

taught	tale	west	knees
rice	thing	thought	three
heart	vet	wet	sank

Sample Task I

- What have you heard of these groups: **Madcon, Maneskin,The Four Seasons?**
- What do you think these bands have in common?

MADCON



MANESKIN



THE FOUR SEASONS



Sample Task I

- **Madcon, Maneskin,The Four Seasons** all sang their own version of the same song **"Begging".**
- Now, you will hear the same part of the song from each group. You will not the listen to the whole song but a short part of the song.

MADCON



MANESKIN



THE FOUR SEASONS



Sample Task I

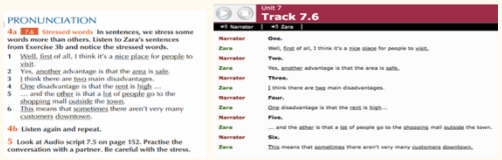
The three bands are all from different countries in the world.Match each band to the right country.

The USA, Norway, Italy

1.Madcon is from _____.
2.Maneskin is from_____.
3.The Four Seasons is from _____.

- Did you manage to understand the song when you listened to it from three different singers with different accents?
- What do you think about this activity? Will it serve as an effective teaching material in your classes?
- Do you think it can raise your students' awareness on features of ELF phonology?

Sample Task II



PRONUNCIATION

4a 7.5 **Stressed words** In sentences, we stress some words more than others. Listen to Zara's sentences from Exercise 3b and notice the stressed words.

1 Well, first of all, I think it's a nice place for people to visit.
2 Yes, another advantage is that the area is safe.
3 I think there are two main disadvantages.
4 One disadvantage is that the rent is high ...
5 ... and the other is that a lot of people go to the shopping mall outside the town.
6 This means that sometimes there aren't very many customers downtown.

4b Listen again and repeat.

5 Look at Audio script 7.5 on page 152. Practise the conversation with a partner. Be careful with the stress.

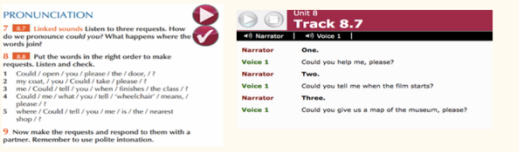
Unit 7 **Track 7.6**

Narrator One.
Zara Well, first of all, I think it's a nice place for people to visit.
Narrator Two.
Zara Yes, another advantage is that the area is safe.
Narrator Three.
Zara I think there are two main disadvantages.
Narrator Four.
Zara One disadvantage is that the rent is high...
Narrator Five.
Zara ... and the other is that a lot of people go to the shopping mall outside the town.
Narrator Six.
Zara This means that sometimes there aren't very many customers downtown.

Sample Task III

- You will see a number of pronunciation features that New Language Leader Elementary coursebook focuses on next slides.
- Note down the pronunciation features taught and identify whether they are EFL core or non-core features .

Sample Task II



PRONUNCIATION

7 8.5 **Linked sounds** Listen to three requests. How do we pronounce *could you*? What happens where the words join?

8 8.6 Put the words in the right order to make requests. Listen and check.

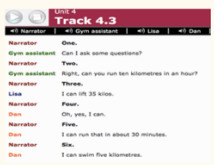
1 Could / open / you / please / the / door, / ?
2 my coat, / you / Could / take / please / ?
3 me / Could / tell / you / when / finishes / the class / ?
4 Could / me / what / you / tell / 'wheelchair' / means, / please / ?
5 where / Could / tell / you / me / is / the / nearest shop / ?

9 Now make the requests and respond to them with a partner. Remember to use polite intonation.

Unit 8 **Track 8.7**

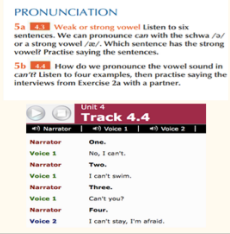
Narrator One.
Voice 1 Could you help me, please?
Narrator Two.
Voice 1 Could you tell me when the film starts?
Narrator Three.
Voice 1 Could you give us a map of the museum, please?

Sample Task III



Unit 4 **Track 4.3**

Narrator One.
Gym assistant Can I ask some questions?
Narrator Two.
Gym assistant Right, can you run ten kilometres in an hour?
Narrator Three.
Lisa I can lift 35 kilos.
Narrator Four.
Dan Oh, yes, I can.
Narrator Five.
Dan I can run that in about 30 minutes.
Narrator Six.
Dan I can swim five kilometres.



PRONUNCIATION

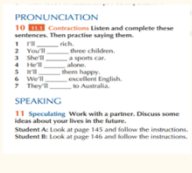
5a 4.3 **Weak or strong vowel** Listen to six sentences. We can pronounce *can* with the schwa /ə/ or a strong vowel /æ/. Which sentence has the strong vowel? Practise saying the sentences.

5b 4.4 How do we pronounce the vowel sound in *can't*? Listen to four examples, then practise saying the interviews from Exercise 2a with a partner.

Unit 4 **Track 4.4**

Narrator One.
Voice 1 No, I can't.
Narrator Two.
Voice 1 I can't swim.
Narrator Three.
Voice 1 Can't you?
Narrator Four.
Voice 2 I can't stay, I'm afraid.

Sample Task II



PRONUNCIATION

10 11.1 **Contractions** Listen and complete these sentences. Then practise saying them.

1 I'll _____ rich.
2 You'll _____ three children.
3 She'll _____ a sports car.
4 He'll _____ alone.
5 It'll _____ them happy.
6 We'll _____ excellent English.
7 They'll _____ to Australia.

SPEAKING

11 Speculating Work with a partner. Discuss some ideas about your lives in the future.

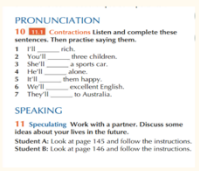
Student A: Look at page 145 and follow the instructions.
Student B: Look at page 146 and follow the instructions.



Unit 11 **Track 11.1**

Narrator One.
Voice 1 I'll be rich.
Narrator Two.
Voice 2 You'll have three children.
Narrator Three.
Voice 3 She'll buy a sports car.
Narrator Four.
Voice 4 He'll live alone.
Narrator Five.
Voice 5 It'll make them happy.
Narrator Six.
We'll speak excellent English.
Narrator Seven.
They'll go to Australia.

Sample Task III



PRONUNCIATION

10 11.1 **Contractions** Listen and complete these sentences. Then practise saying them.

1 I'll _____ rich.
2 You'll _____ three children.
3 She'll _____ a sports car.
4 He'll _____ alone.
5 It'll _____ them happy.
6 We'll _____ excellent English.
7 They'll _____ to Australia.

SPEAKING

11 Speculating Work with a partner. Discuss some ideas about your lives in the future.

Student A: Look at page 145 and follow the instructions.
Student B: Look at page 146 and follow the instructions.



Unit 11 **Track 11.1**

Narrator One.
Voice 1 I'll be rich.
Narrator Two.
Voice 2 You'll have three children.
Narrator Three.
Voice 3 She'll buy a sports car.
Narrator Four.
Voice 4 He'll live alone.
Narrator Five.
Voice 5 It'll make them happy.
Narrator Six.
We'll speak excellent English.
Narrator Seven.
They'll go to Australia.

Practice Task

- Take a look at your coursebook and the unit you have to cover this week. Are there any activities that can be used to teach ELF pronunciation features ?
- If there are no ELF-related pronunciation or activities, can you design a ELF-related activity that can raise on ELF awareness of your students?

WEEK III

Sample Task I

- Look at the sentences below. How does wrong use of prepositions affect communication, do you think?
- As a teacher would you ignore these kinds of mistakes or correct immediately?

Prepositions

- I want to go to holiday with my family.
- I would like to work in Google one day.
- My sister studies about history in university.
- My taste in music is different with all my friends.
- I'm not sure what good English means. It depends by who you speak to.

Sample Task II

Read the dialogue below and complete the blanks in the the exercise about the idioms in the dialogue.

Dialogue

Johan: So are you guys ready for the exam tomorrow?
Miguel: Not sure I think I need to study a bit more.
Sara: **I think I'm in the right track**, kind of OK. I was actually thinking maybe to relax, watch a film or something.
Johan: Well, why don't you try to ... you know, **kill two birds with one rock?**
Sara: You mean like do both?
Miguel: Sure! That's a good idea. Let's first study a bit and then we can watch a film and relax.

Exercise

- **Idiom:**_____
- **Meaning:**_____
- **Original idiom:**_____
- **What was changed:**_____
- **Effect on communication:**_____

Sample Task III

What do you think about the activity below?

- Watch the video from 02:20 to 03:00. What causes communication breakdown in the interview?
- How do they handle the communication breakdown ?



Sample Task IV

You will see a number of comments written under BBC Learning English's podcast, ***6 Minute English*** on Youtube.
Identify the non-standard use of vocabulary and grammar in the comments written by learners of English from different linguistic backgrounds.





Sample Task IV





Sample Task IV





Sample Task IV





Sample Task IV

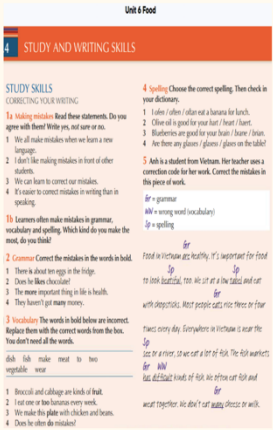




- What do you think about this activity? Do you think it can be used to raise your students' awareness on the use of vocabulary and grammar in an ELF context?
- Do you encourage your students to practise their English with other non-native speakers of English on the internet? If yes, what do you recommend them to do?

Sample Task V

- What do you think about this activity taken from New English Language Leader?
- How can you use it to teach your students lexical and grammatical features of ELF or to raise their awareness on ELF lexico-grammar?


Unit 6 Food

4 STUDY AND WRITING SKILLS

STUDY SKILLS
CORRECTING YOUR WRITING

1a Making mistakes Read these statements. Do you agree with them? Write yes, not sure or no.
1 We all make mistakes when we learn a new language.
2 I don't like making mistakes in front of other students.
3 We can learn to correct our mistakes.
4 It's easier to correct mistakes in writing than in speaking.

1b Learners often make mistakes in grammar, vocabulary and spelling. Which kind do you make the most, do you think?

2 Grammar Correct the mistakes in the words in bold.
1 There is about ten eggs in the fridge.
2 Does he likes chocolate?
3 The more important thing in life is health.
4 They haven't got many money.

3 Vocabulary The words in bold below are incorrect. Replace them with the correct words from the box. You don't need all the words.

dish fish make meat to two vegetable wear

1 Broccoli and cabbage are kinds of fruit.
2 I eat one or too bananas every week.
3 We make this plate with chicken and beans.
4 Does he often do mistakes?

4 Spelling Choose the correct spelling. Then check in your dictionary.
1 I often / often / often eat a banana for lunch.
2 Olive oil is good for your hurt / heart / hart.
3 Blueberries are good for your brain / bure / brun.
4 Are there any glasses / glaves / glaves on the table?

5 Anh is a student from Vietnam. Her teacher uses a correction code for her work. Correct the mistakes in this piece of work.

gr = grammar
WW = wrong word (vocabulary)
Sp = spelling

for
Food in Vietnam are healthy. It's important for food
Sp Sp
to look beatiful, too. We sit at a low tabel and eat
for
with chopsticks. Most people eats rice three or four
times every day. Everywhere in Vietnam is near the
Sp
see or a river, so we eat a lot of fish. The fish markets
for WW
are difficult kinds of fish. We often eat fish and
for
meat together. We don't eat many cheese or milk.

WEEK IV

Sample Task I

- **What do you think about the activity below?**
- **Do you think it can be useful in raising your students' awareness on ELF-oriented pragmatics?**

Look at the situation below. What causes communication breakdown and how can this problem be fixed?
Kaori has started working for an international company and is going for a meal with her new co-workers. At the end of the meal, she leaves the bill for her boss Manham to pay. Gregory, another of her co-workers, insists instead on paying the bill. Both Manham and Kaori feel embarrassed.

Kaori's point of view= "In Japan, it' usual for the boss to pay the bill on the night out.It's a common business practice. I didn't realise that this wasn't true in other countries. I guess it must be the opposite in other countries."

Manham's (Kaori's boss) point of view= "That was a confusing experience! Our company policy is that we pay for all work outings on the company credit card, instead of individually. I have no idea why Gregory was so insistent on paying the bill."

Gregory's (Kaori's co-worker) point of view= I'm hoping to get a promotion in the future, and so I think little acts of generosity such as paying the bill will help me move up in the company!"

Sample Task II

Part 1. Imagine your neighbour is having a loud party, and it is getting late. You need to sleep and wake up early tomorrow. How would you complain to your neighbour? In English, there are four basic steps for complaining, as shown in this example:
Step 1. Greeting: "Hi, I'm your next-door neighbour."
Step 2. Complaint: "It's pretty loud."
Step 3. Explanation: "I have to work tomorrow."
Step 4. Request: "And I was wondering if you could, maybe, tone it down just a little and not be quite so loud."

Part 2. Now imagine that you want to complain to a server at a restaurant. Can you put the following phrases in order to make a complaint?
"Can you take it back?" "I don't think you have the right order for me." "Um, excuse me." "I'm a vegetarian, but you brought me a hamburger."
Greeting: _____
Complaint: _____
Explanation: _____
Request:_____

Sample Task II

Step 1: Saying you have a Complaint
1. Excuse me, but I'd like to make a complaint.
2. I'm sorry to bother you, but I think there's something wrong with ...
3. I'm afraid I've got a bit of a problem. You see, ...
4. I'm sorry to have to say this, but there's a slight problem with ... .
5. Excuse me, but there appears/seems to be a problem with ... .

Step 2: Stating the Problem
Complaints can be statements reacting to a negative behaviour, attitude, or habit.
"My students don't turn in their homework on time."
Complaints can also be statements reacting to a condition.
"The rent is too high in this neighbourhood."

Step 3: Making a Request
Requests usually follow a complaint. **Use "please," "I would be grateful," or "I would appreciate it" to make a request more polite.**
"Could/Can you please turn in your homework at the beginning of class?"
"I would be grateful if you could/would come to class on time.
"I would appreciate it if you could/would ... [clean up your room."

Sample Task II

Situation 1: You're eating at a restaurant, but the service has been slow, the server brought the wrong order, and the silverware is dirty. Complain to the server and make a request.

Situation 2: You are in Paris, France on vacation. You're eating at a restaurant, but the service has been slow, the server brought the wrong order, and the silverware is dirty. Complain to the server and make a request.

Situation 3: You are in Barcelona with a German and Moroccan friend. You're eating at a restaurant, but the service has been slow, the server brought the wrong order, and the silverware is dirty. German friend thinks you should complain immediately while Moroccan friend thinks you should not as it is not a big deal. You think you can wait a bit more before making a complaint. First, resolve the conflict and complain to the server and make a request.

- **What do you think about sample task two?**
- **Do the textbooks that you use teach pragmatics in multilingual contexts ? If no, do you ever use materials involving speakers from various lingua-cultural backgrounds to introduce pragmatics into your classes?**

Sample Task III

The video tells the story of an American man giving a presentation to his Indian employees in India. Watch the video and answer the questions below.



- What is the problem in the video?
- What leads to this problem?
- -How do you think such problems can be avoided?

- What do you think about this activity?
- Do you use these kinds of videos to raise your students' intercultural and pragmatic knowledge?
- Do you think this video can be effective in teaching ELF-oriented pragmatics?

Sample Task IV

The video below focuses on why the Swedish do not have small talk culture. Watch the video and answer questions below.



- What do the Swedish do to avoid small talk?
- What are the reasons for Swedish dislike for small talk?
- What is a peach culture and what is a coconut culture?

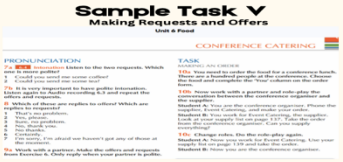
- What do you think about this activity?
- Do you use these kinds of videos to raise your students' intercultural and pragmatic knowledge? If yes, how often and for what purposes?
- Do you think this video can be effective in teaching ELF-oriented pragmatic features ?

Sample Task V

- You will see a number of pages taken from New Language Leader Elementary Coursebook on the next slides.
- Certain **speech acts such as making requests and offers and taking long turns** are taught on these pages. In addition to listening to tracks where you will hear a dialogue and a short individual talk, you will also see the audio-scripts of each track.



Sample Task V
Making Requests and Offers



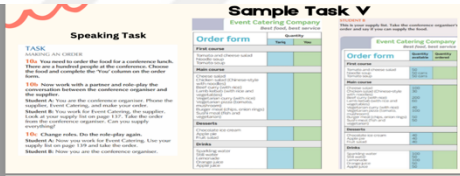
Sample Task V





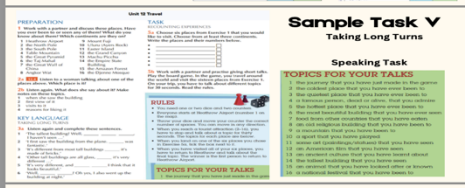
Sample Task V

Speaking Task



Sample Task V
Taking Long Turns

Speaking Task



Sample Task V
Audioscript



Sample Task V

- What do you think about these activities **(in task five)** taken from New English Leader?
- To what extent are they effective in teaching intercultural competence and pragmatic competence when the nature/components of ELF interactions taken into consideration?
- How can you adapt these activities in order to equip your students with ELF-oriented pragmatic skills?

Appendix – D. ELF-Awareness Questionnaire

The following questionnaire designed by Bayyurt & Ercetin (2009) and adapted by Bayyurt et al. (2019) will be used as a part of the thesis research study (the Department of English Language Teaching at Anadolu University) that will be conducted at Kocaeli University School of Foreign Languages. The overall aim of the research study is to investigate whether international ELT textbooks reflect English as a Lingua Franca and identify Turkish EFL instructors' views on ELF-oriented pedagogy awareness within their own teaching context.

The accuracy and sincerity of your answers are of great importance for the results of the study. Your answers will be kept confidential and for research purposes only. Data will not be shared with third parties under any circumstances. Your names will also be used anonymously in the study. Participation is completely voluntary; you have the right to leave the study at any time you want.

Thank you for participation and sincere answers. If you have any questions about the study, feel free to contact the researcher.

I thereby confirm my voluntary participation.

Name & Surname: **Signature:**

Thesis Advisor **Researcher**

Assoc. Prof. Dr. S. İpek Kuru Gönen Lect. Asiye Öztürk

Demographic Information Survey

Dear participant, please complete the survey below before taking the questionnaire.

1.Gender

☐Female ☐Male ☐Prefer not to say

2. Please state your age: _____

3. Years of Teaching Experience

☐1-10 years ☐11-20 years ☐20 + years

4. Professional Qualifications

☐BA ☐MA ☐PhD

If you hold an MA and/or PhD degree(s), please specify your field of study.

_____.

ELF-Awareness Questionnaire

Section I: Read the statements in Section I and indicate the extent to which you agree or disagree with them by circling one of the responses ranging from strongly disagree to strongly agree in parts A, B and C.

Strongly disagree=1 Disagree=2 Neutral=3 4=Agree 5=Strongly agree

A-Cultural Awareness

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.	1	2	3	4	5
2. It is essential to teach the students the similarities and differences between the native English-speaking countries and their own country.	1	2	3	4	5
3. Students do not need to know about the cultures of native speakers of English to communicate successfully in English.	1	2	3	4	5
4.Students need to know about the similarities and differences between their own culture and other cultures.	1	2	3	4	5
5.ELT materials should include cultural materials from Britain and/or the USA.	1	2	3	4	5
6.ELT materials should include cultural elements from countries around the non-native English-speaking world.	1	2	3	4	5

B- Positioning Native Varieties and Native Speakers

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. It is more important for students to be able to communicate with native speakers of English than non-native speakers of English.	1	2	3	4	5
2. In learning English, the ultimate goal should be reaching native-like proficiency.	1	2	3	4	5
3. English has many varieties, but to be practical we should only teach American or British English.	1	2	3	4	5
4. Students should be able to speak English with a native-like accent.	1	2	3	4	5
5. Materials should include written or spoken texts only produced by native speakers of English.	1	2	3	4	5
6. Native English-speaking teachers should speak with a British or American accent.	1	2	3	4	5
7. Native English-speaking teachers must have a Standard English accent.	1	2	3	4	5
8. Non-native English-speaking teachers should speak English with a British or American accent.	1	2	3	4	5
9. Non-native English-speaking teachers must have a Standard English accent.	1	2	3	4	5
10. Non-native English-speaking teachers must rely on native-speaker models to communicate successfully in English.	1	2	3	4	5

C- Awareness of Communication Goals

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Students need to learn English to communicate with native and non-native speakers of English.	1	2	3	4	5
2. Intelligible accent is essential for successful communication among native and non-native speakers of English.	1	2	3	4	5
3. Accurate grammar is essential for successful communication among native and non-native speakers of English.	1	2	3	4	5
4. Exposing students to non-native varieties of English has an impact on students' language learning.	1	2	3	4	5
5. Native English-speaking teachers must have a Standard English accent.	1	2	3	4	5
6. Native English-speaking teachers' job is to teach students how to communicate in English.	1	2	3	4	5

Section II: Read the phrases in Section II and choose the responses that are most appropriate to you by selecting responses ranging from not important to very important.
Not important=1 Slightly important= 2 Moderately important= 3 Important=4 Very important=5

D- Native and Non-Native Interactions (NS-NSS Interactions)

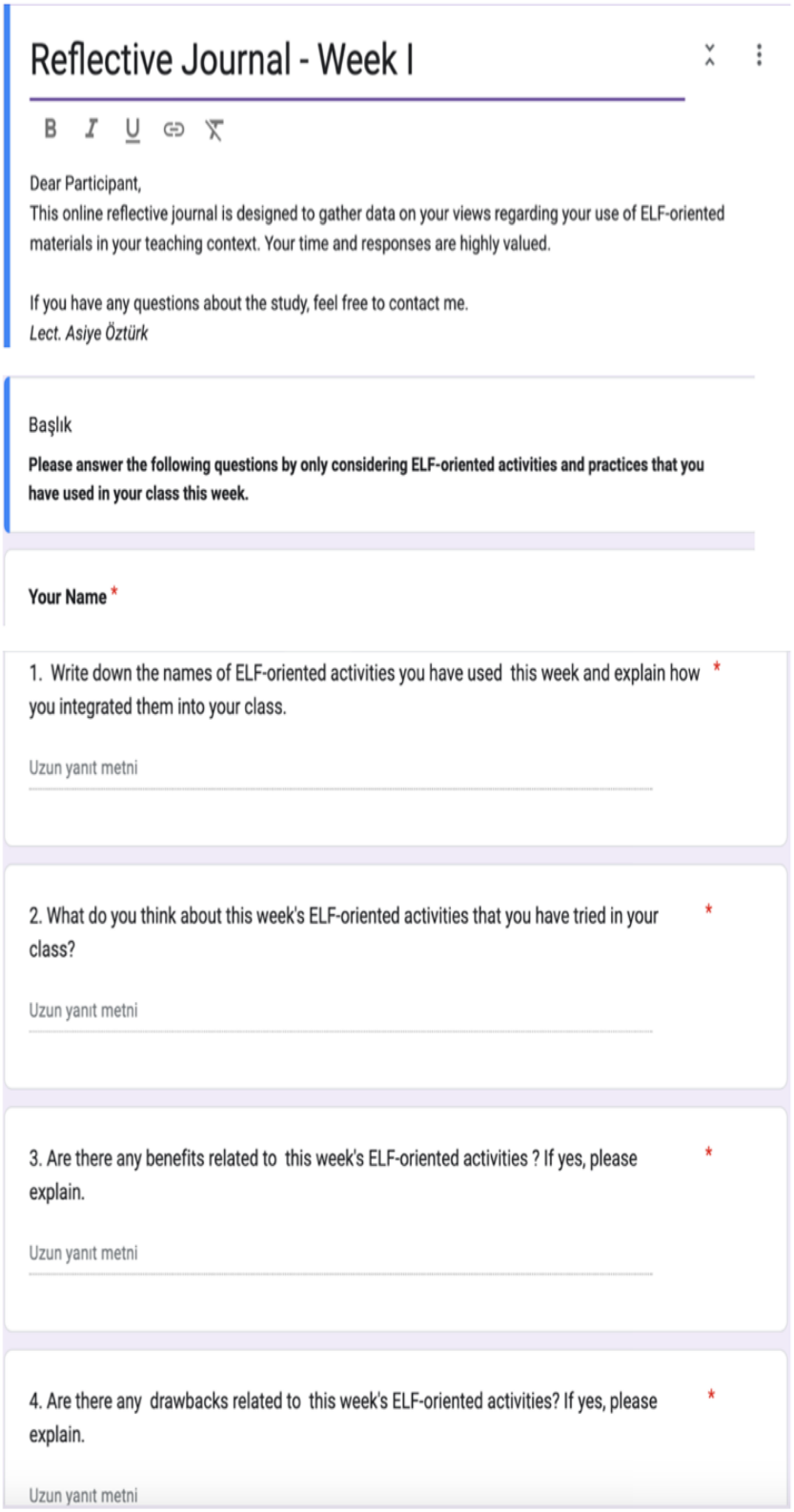
	Not important	Slightly important	Moderately important	Important	Very important
1. Gestures/facial expressions	1	2	3	4	5
2. Vocabulary	1	2	3	4	5
3. Accent	1	2	3	4	5
4. Knowledge of grammar	1	2	3	4	5
5. Establishing one's	1	2	3	4	5

own identity					
6. Knowing about the native-speaker culture	1	2	3	4	5
7. Knowing about the non-native-speaker culture	1	2	3	4	5
8. Use of communication strategies (e.g. repetition, rephrasing, codeswitching, etc.)	1	2	3	4	5
9. Use of the language according to native speaker norms	1	2	3	4	5

E- Non-Native and Non-Native Interactions (NSS-NSS Interactions)

	Not important	**Slightly important**	**Moderately important**	**Important**	**Very important**
1. Gestures/facial expressions	1	2	3	4	5
2. Vocabulary	1	2	3	4	5
3. Accent	1	2	3	4	5
4. Knowledge of grammar	1	2	3	4	5
5. Establishing one's own identity	1	2	3	4	5
6. Knowing about the native-speaker culture	1	2	3	4	5
7. Knowing about the non-native-speaker culture	1	2	3	4	5
8. Use of communication strategies (e.g. repetition, rephrasing, codeswitching, etc.)	1	2	3	4	5
9. Use of the language according to native speaker norms	1	2	3	4	5

Appendix-E. Reflective Journal
Yansıtmalı Günlükler



Reflective Journal - Week I

Dear Participant,
This online reflective journal is designed to gather data on your views regarding your use of ELF-oriented materials in your teaching context. Your time and responses are highly valued.

If you have any questions about the study, feel free to contact me.
Lect. Asiye Öztürk

Başlık

Please answer the following questions by only considering ELF-oriented activities and practices that you have used in your class this week.

Your Name *

1. Write down the names of ELF-oriented activities you have used this week and explain how you integrated them into your class. *

Uzun yanıt metni

2. What do you think about this week's ELF-oriented activities that you have tried in your class? *

Uzun yanıt metni

3. Are there any benefits related to this week's ELF-oriented activities ? If yes, please explain. *

Uzun yanıt metni

4. Are there any drawbacks related to this week's ELF-oriented activities? If yes, please explain. *

Uzun yanıt metni

Appendix-F. Semi-Structured Interview Questions
Yarı Yapılandırılmış Görüşme Soruları

Semi-Structured Interview

1-Were you familiar with ELF and ELF-related issues or ELF-aware pedagogy before the training you received? What are your gains you got from the ELF-oriented training?

2-What is the role of ELF-oriented pedagogy in your teaching context?

3-Is ELF-oriented pedagogy relevant to your teaching goals and outcomes? How?

4-What are the strengths (if any) regarding the use of ELF-oriented activities in your teaching context?

5-What are weaknesses (if any) regarding the use of ELF-oriented activities in your teaching context?

6-What do you think about the representation of ELF-oriented pedagogy in the textbooks that you use in your classes?

7-Will you consider integrating ELF-oriented practices into your teaching? Why and how?

Appendix-G. The Ethical Committee Approval of Anadolu University



Evrak Kayıt Tarihi: 15.05.2023 | Protokol No: 526478

Tarih: 30.05.2023

ANADOLU ÜNİVERSİTESİ

SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Uluslararası İngilizce Ders Kitaplarında İngilizcenin Ortak Dil (ODİ) Olarak Yansıtılması ve Türkiye'de Bir Öğretim Ortamında İngilizce Öğretmenlerinin ODİ Odaklı Pedagoji Farkındalığı Üzerine Görüşleri
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. Safiye İpek KURU GÖNEN
TEZ YAZARI:	Asiye ÖZTÜRK
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Appendix-H. The Ethical Committee Approval of Kocaeli University

Gelen Evrak Tarih ve Sayısı: 09.11.2023-647757

T.C.
KOCAELİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-19875151-209.99-497036 09.11.2023
Konu : Anket Uygulama İzni

ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜNE
ESKIŞEHIR

İlgi : 20.10.2023 tarihli, 634759 sayılı ve "Öğr. Gör. Asiye ÖZTÜRK'ün Uygulama İzin Talebi" konulu yazı

Üniversiteniz Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Yüksek Lisans Programı öğrencisi Öğr.Gör.Asiye ÖZTÜRK, Doç.Dr.Safiye İpek KURU GÖNEN'in danışmanlığında "Uluslararası İngilizce Ders Kitaplarında İngilizcenin Ortak Dil (ODİ) olarak yansıtılması ve Türkiye'de Bir Öğretim Ortamında İngilizce Öğretmenlerinin ODİ Odaklı Pedagoji Farkındalığı Üzerine Görüşleri" başlıklı yüksek lisans tez çalışması için 2023-2024 öğretim yılı Üniversitemiz Yabancı Diller Yüksekokulunda görevli öğretim elemanlarıyla araştırmanın uygulanması Rektörlüğümüzce uygun bulunmuştur.
Bilgilerinize arz ederim.

Prof.Dr. Nuh Zafer CANTÜRK
Rektör

EK :
İlgi yazı

Appendix-I.

COURSEBOOK ANALYSIS CHECKLIST FOR CB1 & CB2

Go through all the reading texts including the ones in writing sections, listening tracks, grammar videos and communication videos, documentary videos in each unit. Identify all the persons, products, practices and perspectives mentioned in them and note them down in the relevant boxes below.

Cultural Representations

- Identify persons, products, practices or perspectives mentioned **in the reading texts including the ones in writing sections in each unit of the book if there are any.** Decide if the persons, products, practices and perspectives **belong to Inner Circle cultures, Outer Circle cultures or Expanding Circle cultures.**
- Identify persons, products, practices or perspectives mentioned **in listening tracks in each unit of the book if there are any.** Decide if the persons, products, practices and perspectives **belong to Inner Circle cultures, Outer Circle cultures or Expanding Circle cultures.**
- Identify persons, products, practices or perspectives mentioned **in speaking sections in each unit of the book if there are any.** Decide if the persons, products, practices and perspectives **belong to Inner Circle cultures, Outer Circle cultures or Expanding Circle cultures.**
- Identify persons, products, practices or perspectives mentioned **in video sections (grammar, communication and documentary videos) in each unit of the book if there are any.** Decide if the persons, products, practices and perspectives **belong to Inner Circle cultures, Outer Circle cultures or Expanding Circle cultures.**
- Identify persons, products, practices or perspectives mentioned **in culture and literature spots in the book if there are any.** Decide if the persons, products, practices and perspectives **belong to Inner Circle cultures, Outer Circle cultures or Expanding Circle cultures.**

	Persons	**Products**	**Practices**	**Perspectives**
Reading Texts				
Listening Tracks				
Videos				
Culture & Literature Spots				

Patterns of Communication

- Identify any dialogues or interactions happening in reading texts in each unit. Make use of contextual clues (names, nationality and so on) and decide if they occur between a) only native speakers of English b) native-speakers and non-native speakers of English c) only non-native native speakers of English.
- Identify any dialogues or interactions happening in listening tracks and speaking sections in each unit. Make use of contextual clues (names, nationality and accent so on) and decide if they occur between a) only native speakers of English b) native-speakers and non-native speakers of English c) only non-native native speakers of English.
- Identify any dialogues or interactions happening in videos in each unit of the book. Make use of contextual clues (names, nationality and so on) and decide if they occur between a) only native speakers of English b) native-speakers and non-native speakers of English c) only non-native native speakers of English.

	Interactions between Native speakers	**Interactions between Native speakers & non-native speakers**	**Interactions between Non-native speakers**
Reading Texts			
Listening Tracks			
Speaking Sections			

Content of Cross-cultural Communication

- Identify topics in reading texts including the ones in writing sections and decide if they are related to **a) learners' own cultures b) personal interests/experiences c) topics about popular culture**
- Identify topics in listening and speaking sections/activities and decide if they are related to **a) learners' own cultures b) personal interests/experiences c) topics about popular culture**

- Identify topics in grammar, communication and documentary videos and **decide if they are related to a) learners' own cultures b) personal interests/experiences c) topics about popular culture**

	Learners' Own Culture	**Personal Interests & experiences**	**Popular Culture**
Reading Texts			
Listening/Speaking Sections			
Videos			

Language Ideology

- Identify linguistic model used as point of reference in grammar reference parts, look for explanations and additional notes in the book if necessary. a) British English b) American English c) other native varieties of English d) non-native varieties of English
- Identify linguistic model used as point of reference in vocabulary sections (check out their spelling, pronunciation) a) British English b) American English c) other native varieties of English d) non-native varieties of English
- Identify accents used by speakers in listening and pronunciation sections and videos in the book.

Identify if there are any examples of non-standard use of English in any of the aforementioned sections.

	British English	**American English**	**Other Varieties of Native English**	**Non-Native Varieties**
Linguistic Model in Grammar Sections				
Linguistic Model in Vocabulary Sections				
Accents in Videos				

Listening Tracks **Pronunciation**				

- Identify any mentions of the role of English as a lingua franca or multilingualism in the reading, listening sections of the book.

CURRICULUM VITAE

Name, Surname : Asiye Öztürk

Languages : English, French

Place of Birth and Year :

E-mail Address :

Educational Background:

M.A. 2019-Yıldız Technical University, Graduate School of Social Sciences, Humanities and Social Sciences, İstanbul

B.A. 2010-Samsun Ondokuz Mayıs University, Faculty of Education, English Language Teaching Department, Samsun

Work Experience:

2010-Present Kocaeli University School of Foreign Languages, Kocaeli