

**T.C.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**TURKISH EFL UNIVERSITY INSTRUCTORS' PERCEPTIONS
TOWARD ELF-ORIENTED PEDAGOGY**

MA THESIS

Alaa KALAGY

**Istanbul
August, 2022**

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**Thesis Supervisor:
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THESIS APPROVAL

This thesis has been approved in partial fulfilment of the requirements for Master Degree
in English Language Teaching

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis/PhD dissertation titled “**Turkish EFL University Instructors’ Perceptions Toward ELF-Oriented Pedagogy**” is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Alaa KALAGY

August, 2022

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ABSTRACT

TURKISH EFL UNIVERSITY INSTRUCTORS' PERCEPTIONS TOWARD ELF-ORIENTED PEDAGOGY

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The growing interest in English as a lingua franca (ELF) has brought about a new scope of empirical research into the inclusion of ELF into ELT practices. This study intended to explore the perceptions of EFL university instructors in Turkey on different aspects of ELF-oriented pedagogy. In addition, the study pursued to investigate whether the two factors of teaching experience and background degrees have a potential effect on these attitudes. To achieve the aims of the study, data were collected by employing an online survey of a questionnaire adopted from Bayyurt et al. (2019) and open-ended questions. The study sampled 50 instructors in three universities with ELF settings. Descriptive and inferential statistics via SPSS were utilized to analyze the quantitative data and content analysis for the qualitative data. The results of the study indicated that the instructors were theoretically aware of different aspects of ELF, yet they were in a quandary as to how they can practically apply their ELF awareness in ELT practices. The findings also revealed the participants' belief in the supremacy of Standard English (SE) norms. Moreover, it was also found out that the effect teaching experience has on EFL university instructors varies depending on the different aspects of ELF. In a sense, less experienced instructors more ELF-aware in relation to native varieties and native speakers. Finally, the findings showed that there are no significant differences between the participants' perceptions toward ELF with regard to different background degrees.

Key Words: English as a Lingua Franca (ELF), ELF-oriented Pedagogy, English Language Teaching, Native English Speaker Teachers (NESTs), Standard English (SE)

ÖZET

ORTAK DİL OLARAK İNGİLİZCE (ELF) ODAKLI PEDAGOJİ DOĞRULTUSUNDA YABANCI DİL OLARAK İNGİLİZCE (EFL) EĞİTİMİ VEREN ÜNİVERSİTE TÜRK ÖĞRETİM ÜYELERİNİN ALGILARINI

Alaa KALAGY

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Dr. Öğr. Üyesi Hidayet SARANDI

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Bu çalışma Türkiye'deki EFL üniversite öğretim üyelerinin ODİ odaklı pedagojinin farklı yönlerine ilişkin algılarını ve öğretmenlik deneyimi ve arka plan derecelerinin iki faktörünün bu tutumlar üzerinde potansiyel bir etkisi olup olmadığını araştırmayı amaçlamaktadır. Çalışmanın hedeflerini gerçekleştirmek için açık uçlu sorular ve Bayyurt ve diğerleri tarafından uyarlanan anketini içeren çevrimiçi anket çalışmasıyla nitel ve nicel veri toplanmıştır. Çalışma ODİ ortamlarına sahip üç üniversitesindeki 50 öğretim elemanını örneklemiştir. Nicel verilerin analizinde SPSS'deki tanımlayıcı ve çıkarımsal istatistiklerden, nitel veriler için içerik analizinden yararlanılmıştır. Çalışmanın sonuçları, öğretim üyelerinin teorik olarak ODİ'nin farklı yönlerinin farkında olduklarını, ancak ELT'de ODİ farkındalıklarını pratikte nasıl uygulayabilecekleri konusunda bir ikilem içinde olduklarını göstermiştir. Bulgular ayrıca katılımcıların Standart İngilizce (Sİ) normlarının üstünlüğüne olan inançlarını da ortaya çıkarmıştır. Ayrıca, daha az deneyimli eğitimciler, ELT uygulamasında ODİ'nin uygulanmasına karşı daha olumlu bir tutum sergilediler. Son olarak, bulgular farklı geçmiş derecelerine göre katılımcıların ODİ'ye yönelik algıları arasında önemli bir fark olmadığını göstermiştir.

Anahtar kelimeler: Ortak Dil Olarak İngilizce (ODİ), Ortak Dil Olarak İngilizce Odaklı Pedagoji Doğrultusunda, İngiliz Dili eğitimi, Ölçünlü İngilizce (Sİ)

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LIST OF ABBREVIATIONS

- Ed.** Editor
- EFL** English as a Foreign Language
- EIL** English as an International Language
- ELF** English as a Lingua Franca
- ELFA** The corpus of English as a Lingua Franca in Academic Settings
- ELT** English Language Teaching
- ESL** English as a Second Language
- L1** First Language
- L2** Second Language/Foreign Language
- LAD** Language Acquisition Device
- LFC** Lingua Franca Core
- NEST** Native English Speaker Teacher
- NNEST** Non-Native English Speaker Teacher
- NNS** Non-Native Speaker of English
- NS** Native Speaker of English
- SE** Standard English
- SPSS** Statistical Package for Social Sciences
- TESOL** Teaching English to Speakers of Other Languages
- VOICE** The Vienna-Oxford International Corpus of English
- WE** World English(es)

CHAPTER I

INTRODUCTION

1.1. Introduction

The pace and scope of globalization have significantly been accelerated in the 21st century due to the technological advancements in transportation and telecommunications. This has brought “a more urgent need for a global language” (Crystal, 2003, p. 14). Over the years, English has obviously become the key language as it is used to hold linguistic, economic, and cultural interactions among people from different countries. It is the means of international communication in different fields such as business, education, science, politics, media, tourism, and social networking. In this respect, English is no longer specific to its native speakers or even used to communicate with them, but rather it is more spoken as a second or foreign language than as a mother-tongue. Crystal (2014) maintains that non-native speakers of English (NNSs) outnumbered native speakers of English (NES) by around five to one. Accordingly, most of these communicative exchanges take place without the involvement of a native speaker (Graddol, 2006, p. 29).

As a demand for the globalizing world, English has achieved the status of the single world lingua franca (Jenkins, 2000; Seidlhofer, 2001; Svartvik & Leech, 2006; Mauranen, 2012). Mauranen (2018) defines the term lingua franca as “a contact language between speakers or speaker groups when at least one of them uses it as a second language” (p. 8). This new function has inevitably resulted in a lot of discussions concerning the ownership and development of the language. Widdowson (1994: 385) states that English belongs to all its speakers regardless of being its native speakers or not. Furthermore, according to Crystal (2003: 142), a language inevitably changes when it spreads. In the same vein, Jenkins (2006: 167) stresses the crucial role that ELF exchanges play in the continuous development of English in the sense that the great variety of contexts and different range of speakers render linguistic, pragmatic and cultural flexibility to the language.

1.2. The Background of the Study

Considering its lingua franca status with respect to English language teaching (ELT) and learning environments has brought significant pedagogical implications for ELT practice. To fit with the needs of language users in ELF interactions, the proposals for ELF-based teaching have posed “substantial challenges to current beliefs and practice” as they questioned the deeply-entrenched adherence to the standard native-speaker norms in terms of objectives, methods, and materials (Jenkins et al., 2011, p. 305). According to Alptekin (2002: 61), the increased number of non-native English speakers using the language in different multilingual and multicultural settings makes it impractical and non-realistic for learners to achieve communicative competence by only depending on native-speaker norms. ELF-oriented pedagogy can be defined in terms of revisiting different aspects involved in ELT including phonology, lexicogrammar, culture, and materials.

When it comes to phonology, ELF users do not need to master many difficult native sounds in case they are not necessary in terms of realizing international intelligibility. Jenkins (2000: 134) studied the characteristics of ELF pronunciation models and compared them to the standard NSs pronunciation patterns. She stresses the nonnecessity of relying primarily on NS pronunciation models as the arbiters of correctness. Instead, Jenkins introduced a set of ELF pronunciation features, called Lingua Franca Core (LFC), in which she excluded many of SE patterns which are unnecessary to achieve international intelligibility. In addition, Deterding (2013) maintains that there is a “widespread agreement that English spoken by people from the Inner Circle is not necessarily more intelligible than that produced by people in the Outer and Expanding Circles” (p. 11). English speakers’ success is to be judged by how intelligible they are, rather than how fluent, they are as international intelligibility becomes the central objective to attain over NS fluency.

In terms of teaching lexico-grammar from ELF perspective, Seidlhofer (2004: 219) argues that typical vocabulary and grammar errors do not need correction and remediation if they do not affect successful communication. In a similar vein, Deterding (2010: 11) puts forth that a significant component of successful communication in ELF-settings is the need of English speakers to accommodate to their listeners by modifying or adapting

one's patterns of speech in terms of phonology, grammar, lexis, and pragmatics in order to ensure intelligibility and avoid misunderstandings. When it comes to lexis, vocabulary learning which is based on native-speaker norms can be inappropriate to maintain in ELF-settings. Hüttner (2009: 274) contends that the use of idioms, collocations, and fixed chunks can interfere with intelligibility and thus cause more misunderstandings.

Another significant factor to consider in ELT-oriented pedagogy is culture. Baker (2015) states that "ELF is by definition intercultural in nature since ELF communication is typically defined as involving speakers from different linguacultures" (p. 43). Taking into consideration the transnational and transcultural variety of ELF interactions, Cortazzi and Jin (1999) suggest using three types of cultural content in ELT practice: learners' own culture as the 'source culture', native-English speaking culture as the 'target culture' and a variety of different cultures around the world as the 'international target culture'. Smith (1983) remarks that "the spread of English is not a homogenizing factor which causes cultural differences to disappear, but the use of English offers a medium to express and explain these differences" (p. 11).

Teaching materials are basically based on linguacultural backgrounds of Inner Circle varieties, whereas rarely are there any linguistic, pragmatic, or cultural features of Outer and Expanding circle varieties in these teaching materials (Takahashi, 2010, p. 32). Therefore, ELF proposals suggest introducing various models in ELT materials in which native speaker orientation is no longer dominant. For instance, the materials relied upon in teaching English should not be associated with any specific culture of English-speaking countries (Splunder, 2013). Besides, ELT materials should be laden with non-native English varieties.

1.3. Statement of the Problem

Language teachers' notions on how and what to teach is of paramount importance as they play a vital role in the teaching and learning process. According to Williams and Burden (1997), teachers' perceptions and beliefs about the target language are basically reflected in their actions in classes. Therefore, achieving an effective inclusion of the ELF perspective into ELT begins with language teachers' awareness of these pedagogical

proposals in the first place. According to Cogo (2015), rather than deciding on the materials and the methodology to be used in the classroom, an ELF-oriented approach to ELT is about “enabling teachers to consider ELF research findings and to reflect on their beliefs about the subject English today and how their practices can be adapted to include a more multilingually-sensitive English language pedagogy” (p. 9). Individual teachers are to decide on the way to conduct teaching from ELF perspectives and the extent they consider ELF relevant to their teaching context (Jenkins, 2012, p. 492).

However, the new status of English has not been taken fully into consideration in most English language classrooms. Since pedagogical practices and perceptions are norm-dependent (Llurda, 2009, p. 128), teachers still set written or spoken native-like competence as the main objectives for their students. In other words, mastering native-speaker norms, rather than achieving effective communication, is still a key benchmark for teachers, and by extension, anything which does not match these norms is “by definition incorrect, defective, and undesirable” (Seidlhofer, 2018, p. 93). In the same vein, Dewey (2012: 152) considers ELF proposals as invaluable source to unlock English language teachers’ conception of language.

Turkey is one of the expanding-circle countries in which, according to Deterding (2010), there is “a widespread belief in strict adherence to externally-specified native-speaker targets, even if learners in practice rarely attain these targets” (p. 4). However, due to the geographical location of Turkey, Turkish speakers of English, whether at home or abroad, are more likely to need to communicate with people from Germany, Bulgaria, China, Iran and the Arab World than with people from Inner-Circle countries such as USA or UK. To that end, the need of using English in different multilingual and multicultural contexts triggers the importance of reevaluating ELT practice in Turkey (Bayyurt, 2012, p. 309). In this respect, the process of revisiting and remodeling the current ELT practices entails conducting studies that explore teachers’ perceptions toward different aspects of ELF construct and factors which may affect these attitudes. The results can give implications on how much teachers are willing to accept what ELF-based theory suggests and the kind of ELF training teachers require for efficient implementation of ELF-oriented pedagogy.

1.4. Purpose of the Study

To consider whether ELT practice in Turkey has started to see itself from an ELF perspective, a worth-making caveat has to do with considering the mindset of individual teachers. In Turkey, EFL university instructors and English language teachers come from three main background studies: English language teaching (ELT), English language and literature, and linguistics. Most of the studies conducted in Turkey which have investigated the EFL perceptions of pre-service or in-service language teachers focused on either one aspect of ELF-based pedagogy in specific or on different aspects as a whole (Akçay, 2020; Kemaloğlu-Er & Bayyurt, 2018; Biricik-Deniz et al., 2016; Soruç, 2015; Inceçay & Akyel, 2014). Findings show that although teachers have developed some awareness of ELF pedagogical implications, their attitudes vary considerably in the sense that it is still not clear which factors can affect the extent to which English language teachers are willing to accept what ELF-based theory suggests.

To this end, the purpose of the present study is to explore the perceptions of EFL university instructors in Turkey on different aspects of ELF-oriented pedagogy. In addition, the study pursues to investigate whether the two factors of teaching experience and background degrees have a potential effect on these attitudes. The results of the study might provide the ELT stakeholders with some useful insights into the factors influencing applying ELF-oriented pedagogy in language teaching.

1.5. Research Questions

The following research questions will be addressed in the study:

1. What are the perceptions of EFL university instructors on applying ELF-oriented pedagogy in language teaching?
2. Does teaching experience affect EFL university instructors' perceptions on ELF implementation in the classroom settings?
3. Do different background degrees of EFL university instructors affect their perceptions on ELF implementation in the classroom settings?

1.6. Significance of the Study

Considering the existing literature in Turkey on ELF-oriented pedagogy, there are not enough studies that have addressed ELF perceptions and attitudes of teachers toward various aspects of ELF construct (Kemaloğlu-Er & Bayyurt 2018; Biricik-Deniz et al., 2016; Soruç, 2015; Inceçay & Akyel, 2014). In addition, the scope of many studies is quite limited in the sense that some have tried to investigate attitudes of ELT instructors toward native and non-native accents of English (Akçay, 2020), or whether there is any possible connection between ELF perceptions and studying abroad (Kaypak & Ortactepe, 2014). Specifically, exploring the ELF perceptions and attitudes of EFL university instructors in Turkey with respect to the two factors of teaching experience and background degrees have not been addressed before.

Another significance of the study is the diversity of its subjects as they come from different years of teaching experience as well as various background degrees including departments of English language teaching, linguistics, or literature. The variety of the participants may enrich the collected data of the study as well as render more reliable findings. The present study may contribute to the literature by providing useful insights into the factors influencing the application of ELF at the pedagogical level in Turkey. It can be beneficial to ELT stakeholders, especially teachers and policy makers, to gain a better understanding of challenges and obstacles of ELF implementation in the classroom settings. Moreover, the findings of the study may direct teaching training programs for English language teachers into foregrounding ELF perspective into language teaching more effectively.

1.7. Research Limitations

The present study is limited, firstly, to EFL instructors at tertiary level. The data gathered may not represent the attitudes of all English teachers in Turkey, and thus, the findings may differ across different teaching contexts. Another limitation is related to the number of participants and the restricted number of universities in the sense that those “who respond are not representative of the population at large” (Moore et al., 2009, p. 199). Therefore, although the findings of the study may render valuable information about the

ELF perceptions of both instructors and teachers at state and foundation universities in Turkey, they may still be limited and may not be generalized to a larger population. Also, the study has unequal sample size of the participants between the groups categorized with respect to years of teaching experience or background degrees of the participants. In addition, the groups categorized with respect to teaching experience were limited to two ones based on the participants' years of experience.

1.8. Definition of Key Terms

English as a Lingua Franca (ELF): It is defined “as any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option” (Seidlhofer, 2011, p. 7).

ELF Awareness: It refers to developing an awareness on two levels; first, awareness of ELF elements that make it different from native-speaker English; and second, being aware of the reasons underlying this differentiation. Most importantly, as Sifakis contends (2019: 291), is being aware of ELF discourse; mainly the processes of languaging (using communication strategies) and translanguaging (using multiple linguistic and nonlinguistic resources).

ELF-aware Pedagogy: It means becoming familiar with ELF research and its effective implementation in classroom settings. Focusing on the perspective of teachers, ELF-aware pedagogy is defined by Sifakis and Bayyurt (2018) as:

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

Standard English (SE): is “used as a cover term for all the national standard varieties of English” as a common core (Richards & Schmidt, 2002, p. 509). In ELT, it refers to native-speaker norms, basically British or American, which are based on the assumption that English belongs to native-speaking countries.

CHAPTER II

REVIEW OF THE LITERATURE

2.1. Introduction

The purpose of this chapter is to overview the literature related to this study into three main sections. In the first section, the paradigm of English as a Lingua Franca will be addressed in relation to the way English has spread worldwide and become a lingua franca, Kachru's concentric model as well as to exceptional issues underlying the concept of ELF including changed norms, ownership of the language, and the native-speaker fallacy. The second section of this chapter sheds light on the pedagogical implications brought about by the new global status of English. It includes the way standard norms in ELT practice has been put into question, and tackles the distinction between teaching EFL and ELF, on the one hand, and between native and non-native teachers of English, on the other hand. Also, the characteristics of ELF in terms of teaching phonology, lexicogrammar, and culture will be provided. In the third section, some empirical studies which were conducted to identify teachers' attitudes toward ELF will be covered.

2.2. The Paradigm of English as a Lingua Franca (ELF)

2.2.1. The Worldwide Spread of English

This chapter begins with a historical account on English as a lingua franca. The recognition of the term "lingua franca" is not a recent phenomenon of the twenty-first century which is exclusive to English language, but rather many languages served as international lingua francas such as Arabic, Latin, Spanish, and France. Moreover, the term 'lingua franca', according to House (2003: 557), was originally used to describe a language that served as a bridge between Arabic speakers and travelers from Western Europe where it was basically used as the language of trade. It "originated in the Mediterranean region in the Middle Ages among crusaders and traders" (Richards & Schmidt, 2002, p. 309).

However, it is essential to consider the global spread of English over history in order to grasp how English has gained its new status as the lingua franca of the world. In other words, the need for a common language has triggered the spread of English language from England to the rest of the world. According to Jenkins (2003: 5), the early stage of the spread of English on a global scale can be categorized into two ‘diasporas’ as a result of exploration and colonization. The first, starting from the seventeenth century, involves large-scale migrations of English-native speakers from Britain to America, Australia, New Zealand, and later, Canada and South Africa. The first diaspora led to new first-language varieties in these countries such as American and Antipodean Englishes. On the other hand, the second diaspora, according to Jenkins (2003), “took place at various points during the eighteenth and nineteenth centuries in very different ways and with very different results” compared with those of the first one (p. 7). The colonization of Africa and Asia marks the second diaspora which resulted in the development of a number of second-language varieties of English. In these British protectorates, English played a significant role in official institutions including politics such as government and parliament, education, and the law.

Stevens (1992) maintains that, up to the mid of the eighteenth century, British explorers and settlers of both first and second diasporas had still associated themselves with Britain in the sense that they had regarded themselves as “English speakers from Britain who happened to be living overseas” (p. 29). After that time, between 1750 and 1900, Stevens (1992) puts forward three significant changes occurred in these English-speaking settlements and contributed greatly to the spread of English:

First, the populations of the overseas NS English-speaking settlements greatly increased in size and became states with governments-albeit colonial governments- and with a growing sense of separate identity, which soon extended to the flavor of the English they used. Second, in the United States first of all but later in Australia and elsewhere, the colonies began to take their independence from Britain, which greatly reinforced the degree of linguistic difference . . . And third, as the possessions stabilized and prospered, so quite large numbers of people, being non-native speakers of English, had to learn to use the language in

order to survive, or to find employment with the governing class. These N N S learners were of two kinds: indigenous people and immigrants (pp. 23-30).

England's former colonies continued to use English officially even after becoming independent states in the mid-twentieth century. New factors account for the international spread of English at the time including education and politics. Education in English was offered to local inhabitants in these colonies, on the one hand, and offered to migrants in English-speaking countries such as Australia, Canada, and USA. English has continued spreading on a global scale in the postcolonial period beyond the geography of the two aforementioned diasporas. According to Crystal (2003), the economic and political power of the United States after the Second World War played another factor in the spread of English in the twentieth century in the sense that, from 1945 until the present, the world has witnessed "a rapid growth in English language teaching to both adults and children all over the world" (p. 13).

The most recent significant factor which has contributed to the spread of English is globalization as the interdependence and interconnectedness of the world's economies, cultures, and populations have been accelerated on a large scale due to the recent advances in transportation and communication technology. According to Kumaravadivelu (2008), globalization "results in the transformation of contemporary social life in all its economic, political, cultural, technological, ecological, and individual dimensions" (p. 32). As a result of this transformation, monolingualism and monoculturalism have been replaced by multilingual and multicultural factors, and successful communication in global contexts can no longer be achieved without having intercultural communicative competence (Yano, 2009). It can be said that English is the de facto language as it has spread beyond the elites and employed in a great variety of arenas worldwide such as the media and the internet, technology, medicine, and aviation. To that end, English has increasingly become more preferable as the medium of international communication between people from different countries who do not share the same mother tongue (Kaur, 2010).

2.2.2. Kachru's Circles of English

Kachru (1985: 110) established a model to describe the spread of English and its use in the world. He categorized the countries into three concentric circles: Inner, Outer, and Expanding (see Figure 3.1).

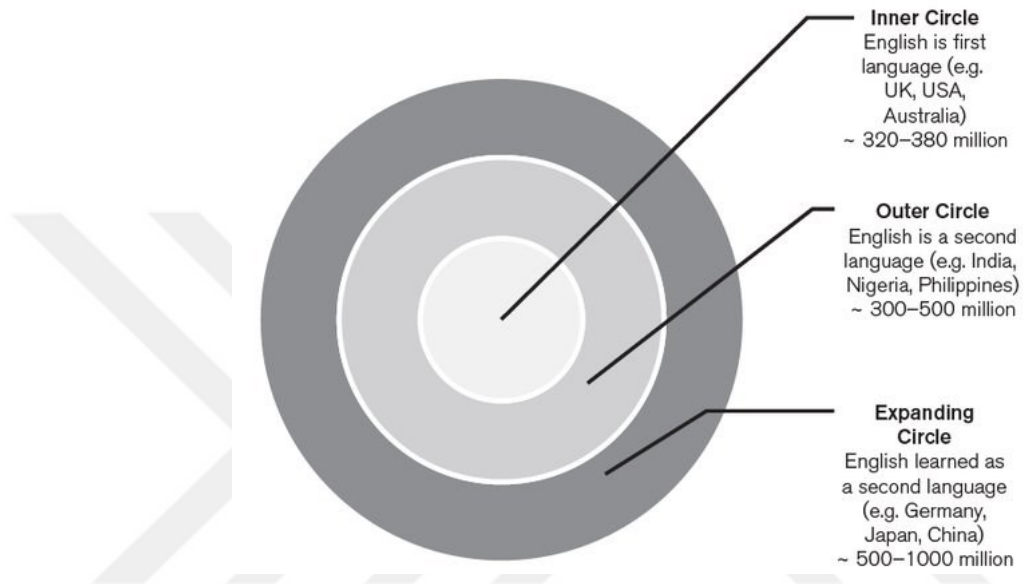


Figure 3.1: Kachru's Three Circles of English Model. From “*English Next*” (p. 110), by D. Graddol, 2006, London: British Council. Copyright 2006 by British Council.

The Inner Circle includes the historically English-speaking countries; UK, USA, Canada, Ireland, Australia, and New Zealand. These countries, in which English is acquired as a native language, play the role of ‘norm-providing’, especially USA and UK, as their norms are regarded as the most ideal and appropriate (Kachru, 1997).

The Outer Circle contains former British colonies such as Nigeria, the Philippines, India, Singapore, Malaysia, and Pakistan, where English is a second language and officially has an administrative status. This circle is regarded as ‘norm-developing’ as its English speakers speak the language fluently and have the privilege to establish their own new varieties of English.

The expanding circle comprises the rest of the world where English is being taught as a foreign language. In the countries belonging to this circle –such as Japan, China, Turkey,

Poland and Russia— speakers are ‘norm-dependent’. In a sense, the native speaker norms are considered as the most ideal and ultimate goal to achieve. Not only does Kachru’s framework provide a panoramic picture of the spread and development of English, but also it is beneficial for explaining the current role English plays worldwide. Kirkpatrick (2007b: 28) points out that Kachru’s framework serves the plurilithic views of English rather than its being a monolithic entity as well as denies that one variety can be linguistically superior to others.

Nevertheless, many limitations and drawbacks can be associated with Kachru’s classification in the sense that Kachru’s model, as Verleypsen (2011) puts forward, “is often criticised as being outdated and unsuitable to account for the transformations English is currently undergoing” (p. 27). Verleypsen (2011) points out that the lines of demarcation among the three circles are “getting blurred” as many Outer-Circle speakers, who emigrate to Inner-Circle countries, are “becoming functionally native speakers”, and as Expanding-Circle speakers use intelligible and fit-for-purpose forms of English, which are becoming linguistically and culturally de-Anglo-Americanised”. In a similar vein, Splunder (2013) argues that Kachru’s three circles may be regarded as “bygone” because it oversimplifies the situation rather than reflecting “the complexity of today's reality” (p. 392). Another drawback is the fact that Kachru’s definition of the Inner Circle as the ‘norm-providing’ highlights the supremacy of native speakers of English.

2.2.3. Definitions of ELF

Today, it is not surprising that the spread of English over the centuries has granted English its new global function as the single world lingua franca much earlier than the term itself *English as a lingua franca* had come into existence in 1946 (Svartvik & Leech, 2006). As Crystal (2003) puts forward, the reason behind any language gaining a ‘genuinely global status’ lies in its playing “a special role that is recognized in every country” (p. 3). English has globally played this special role in two different ways: either as the most preferable language to be taught at schools as a foreign language or as the second language of the country to be used in official settings.

Considering the definition of ELF in the field of applied linguistics, two types of definitions exist depending on whether it excludes or includes native speakers of English. Earlier scholars such as House (1999) and Firth (1996) excluded native speakers as they regarded ELF as applicable only to people whose English is not a first language. According to Firth (1996), ELF is “a ‘contact language’ between persons who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication” (p. 240). On the other hand, later type of definitions refer to ELF as the language used for communication between speakers with different first languages (Jenkins, 2007; Seidlhofer, 2011; Mauranen, 2012). For instance, Seidlhofer (2011) defines ELF “as any use of English among speakers of different first languages for whom English is the communicative medium of choice and often the only option” (p. 7). In these recent definitions, ELF is considered applicable to both native and non-native speakers taking into account the fact that “English is spoken in situations with widely varying combinations of participants, including first-language speakers of different varieties” (Mauranen, 2018, p. 8). ELF interactions take place in multilingual and multicultural contexts and the linguistic patterns of these exchanges are not established by native speakers of English when they are involved in them (Jenkins, 2015).

It is worth mentioning that other terms such as World Englishes (WE) and English as an International Language (EIL) are also used to describe the global spread and various roles of English; however, they have different meanings and implications. Considering EIL, many scholars maintained that English can be classified as an international language whenever it is used in international contexts for cross-cultural communication (McKay, 2002, p. 38; Seidlhofer, 2003, p. 8). Even though the term EIL is sometimes used interchangeably with ELF, it used to have a broader scope than ELF as it includes both native and non-native speakers of English when researchers used the term ELF to refer to only non-native communication (Onen, 2014, p. 29). On the other hand, WE is an inclusive general term which refers varieties of English used worldwide. According to Kirkpatrick (2007b: 7), WE refers to the more recently emerged “nativised varieties” of English which are influenced by regional cultures and mother-lanque languages in non-native English speaking countries. In this respect, the main difference between WE and ELF is that WE can include specific cultural references and idiomatic expressions as each

variety reflects regional culture and specific identity; whereas the main concern in ELF is over communication (Kirkpatrick, 2011, p. 214). Jenkins (2000) reflects on the advantages of the term ELF over other terms above:

ELF emphasizes the role of English in communication between speakers from different L1s, i.e. the primary reason for learning English today; it suggests the idea of community as opposed to alienness; it emphasizes that people have something in common rather than their differences; it implies that 'mixing' languages is acceptable... and thus that there is nothing inherently wrong in retaining certain characteristics of the L1, such as accent; finally, the Latin name symbolically removes the ownership of English from the Anglos both to no one and, in effect, to everyone (p. 11).

2.2.4. The Significance of Language Change and Ownership

The new global status of English due to the expansion of its use regarding different speakers, contexts, and objectives has brought about reconsidering challenging issues such as the development and ownership of the language. Jenkins (2006) points out that the large scale of ELF interactions worldwide in a variety of contexts play a crucial role in the development and change of English. EFL users are creative language-wise as they utilize their resources in various ways to interact with NNSs and they are less stressed about abiding by SE norms which brings linguistic, pragmatic, and cultural flexibility to the language (Hall, 2018). According to Kohn (2015), since NNS hold their own beliefs concerning the language patterns from their first languages, English will always be ELF users' own invention with some deviations from native or ideal forms. Moreover, it is frequent to have EFL interactions between L1 and L2 speakers of English in which both NES and NNS have to adapt their speech patterns to achieve successful communication. It is not surprising that NES also develop new strategies in order to avoid any possible misunderstandings when they interact in English with NNS. Cogo (2009) maintains that "explicitness, clarification and pre-empting strategies are ways in which speakers change their linguistic and cultural patterns to make communication as intelligible as possible to their interlocutors" (p. 257).

The increasing number of NNSs worldwide and the role they started to play in the development of English triggered questioning the issue of the ownership of the language. As a result of colonial expansion, the spread of English to countries that have different linguistic environments has brought about the creation of different varieties of English in different parts of the world. These institutionalized varieties in Outer Circle, according to Kachru (1983), gave rise to the emergence of World Englishes (WE) as opposed to one standard English in the sense that there can be no superiority of one variety over the others. Norton (2018) maintains even though the issue of the ownership is relevant to any language, it is not the case for English “because of its power on the world stage, its diverse uses and users, and the opportunities it provides for those who can speak, read, and write it, both online and offline” (p. 1). In other words, it can be said that English is no longer the language of a specific nation, but rather an international language which belongs to anyone who uses it as a medium of international communication (Widdowson, 1994). According to Rajagopalan (2006), forsaking the ownership of English is the price which has to be paid “for celebrating the transformation of your language into a world language” (p. 210). Henceforth, sharing ownership with the non-natives would give them to use English in ways that fit their purposes even though this new English may not conform to the native speakers’ standards or accelerate process of language change.

2.2.5. The Native-Speaker Fallacy

The English language's new role as a lingua franca has brought about reconsidering the meaning and validity of the term *native speaker of English*. The concept of ‘native speaker’ is not easy to define (McKay, 2002 ; Davies, 2003). According to Graddol (2006: 110), native speakers of English are those belonging to Kachru’s inner circle, and enjoying having ‘functional nativeness’ as they are highly proficient speakers. The concept of native speakerism can be traced back to Chomsky’s theory of ‘language acquisition device’ (LAD) which facilitates language acquisition (1965). Chomsky makes his distinction between ‘competence’ and ‘performance’ on the grounds that LAD explains first language acquisition which only applies to native speakers in the sense that second language can be learned, and not acquired.

Davies (2004: 345) disapproves Chomsky's premise of 'idealized native speaker' as it disregards both variety and social factors. He tries to redefine the concept of native speaker by devising and considering six criteria of being a native speaker. First, he maintains that for the native speaker, English is to be acquired as L1 during childhood. Also, "the native speaker has intuitions about his/her idiolectal grammar" as well as "about those features of the standard language grammar which are distinct from his/her idiolectal grammar" (Davies. 2004). Fourth, Davies (2004) states that "the native speaker has a unique capacity to produce fluent spontaneous discourse ... to write creatively, ... [and] to interpret and translate into the L1 of which she/he is a native speaker".

Davies (2004: 436) concludes that a second language learner, with good practice, can gain all the tenets of being native speaker except that of 'childhood acquisition'. In a similar vein, Rampton (1990) puts emphasis on gaining expertise over nativeness by arguing that being a native speaker does not necessarily mean that one can produce the language, in speech or writing, in a highly sophisticated sense as many non-native speakers can. In this sense, he suggests substituting the term 'native speaker' with 'expert user' in order to refer to speakers using the language successfully; a term which can include both native and non-native speakers. Similarly, Paikeday (1985) proposes the term 'proficient user' to be used instead of 'native speaker' as a more convenient reference to accomplished language users. Nayar (1994) also questions using the term by stating that "the native-nonnative paradigm and its implicational exclusivity of ownership is not only linguistically unsound and pedagogically irrelevant but also politically pernicious, as at best it is linguistic elitism and at worst it is an instrument of linguistic imperialism" (p. 5).

In ELF framework, Moussou and Llurda (2008) argue that many native speakers of English with substandard varieties are less competent than non-native users of English when they communicate in international settings as they can be hardly intelligible for speakers of other varieties. In a similar vein, Rajadurai (2007) refutes the three myths about native speakerism, which are: the native-speaker variety "should constitute the norm", the native speaker "is always the best representative", and "the best judge of what is intelligible" (p. 93). He points out that it does not make any sense to impose the native-speaker variety as the ideal norms since it is scarcely used among non-native speakers of

English in ELF settings. Rajadurai argues that a native speaker may not be intelligible enough or even sometimes may hamper communication with others in international exchanges. Accordingly, native speaker's judgment on the intelligibility of other non-standard varieties cannot always be regarded as valid.

2.3. ELF-Oriented Approach to ELT

The considerable increase in the worldwide use of ELF research has triggered significant pedagogical implications for the inclusion of ELF into ELT practice. Taking into consideration the new functional use of English, Kohn (2015) maintains that "implementing a pedagogical space for ELF in the English classroom is a significant change towards language learning for real life, thereby adding a new quality to learner autonomy" (p. 62). McKay (2002) stresses the consequence of reevaluation of the current objectives and approaches in ELT to meet the needs of today's multilingual and multicultural contexts. In this respect, research into ELF-oriented pedagogy in language teaching has become a rich paradigm, and included diverse ELF viewpoints throughout the different phases of ELF research; from a linguistic aspect, such as phonetics and phonology (e.g. Jenkins, 2000) and lexicogrammar (e.g. Seidlhofer, 2004), to sociolinguistic and pragmatic ones (e.g. Cogo & Dewey, 2006; Jenkins, 2015).

ELF-related research has developed by following three distinct phases in which the focus of research attention shifted greatly (Jenkins, 2015, pp. 49-63). The first phase of empirical research into ELF communication, ELF-1, from the late 1980s to early 2000s, centered on conceptualizing the term and codifying its features, basically pronunciation and lexicogrammar. Researchers aimed at legitimating ELF in order to render it teachable. From the mid-2000s to early-2010s, the second phase of ELF-related studies sheds light on ELF users rather than ELF use. In other words, ELF-2 switched its focus from the forms delineating possible features of ELF to the processes underlying the use of these features in ELF interactions as well as "the functions fulfilled by the forms" on the grounds that these functions reflect the different linguistic and social backgrounds of ELF users (Jenkins, 2015, p. 50). The more recent ELF phase, labelled by Jenkins (2015: 58) as ELF-3, "envisages English in broader context of multilingual practice where

people have a repertoire of different languages at their disposal” (Sarandi, 2020, p. 71). Jenkins (2015) stresses the need for ELF theorization within context of multilingualism due “to the increasingly diverse multilingual nature of ELF communication” (p. 58). It is worth mentioning that the continual retheorization in ELF literature in the three phases of ELF are “evolutionary rather than revolutionary”, as Jenkins (2015) puts forward, and should be regarded as “a change of emphasis rather than a break with ELF’s past” (p. 51). In reflecting on the role of various linguistic, sociolinguistic, and pragmatic features in ELF communicative interactions, these ELF-related studies provide great advantages to the field of language teaching. ELF pedagogy has changed our perspective with regard to significant issues in ELT practice including language learning objectives, adherence to Standard English, the native/non-native teachers of English, teaching culture as well as the use of native/non-native materials in syllables and assessments. Reconsidering these issues from an ELF perspective may enable classrooms to correspond more to the social realities of English focusing on achieving intelligible communicative efficiency and not NS competence. Their significance also lies in the fact that they serve to provide learners with more flexible, comfortable, and confident learning environments.

2.3.1. Questioning Standard Norms in ELT

Taking into consideration the global function of English as a lingua franca, Burns (2005) points out that English is more likely to be used by “multilingual speakers than with monolingual speakers, and for their own cultural, social, political, and economic purposes, removed from Inner Circle norms” (p. 2). In other words, the SE norms of the Inner-Circle countries are not the only legitimate and appropriate source to count on in ELT anymore. Language teaching should no longer be dependent on the phonological, lexico-grammatical, and cultural structures of English suggested by native-speaker norms as the ideal model to realize, but rather based on English as a Lingua Franca in countries where English is used in its international style (Kirkpatrick, 2007b).

Two points are to take into account when it comes to reconsidering the deeply-entrenched adherence to the standard native-speakers norms in terms of materials and objectives in ELT. The first point has to do with what English learners need to learn and what they are

actually taught. Suzuki (2020: 85) refers to the urgent need of the inclusion of ELF-oriented approach in language teaching in order to resolve the “great discrepancy between the end and means” in current ELT, that is, between the goal of learning English to communicate internationally and relying on SE norms to achieve that goal. In a similar vein, Huong and Hiep (2010) question the legitimacy of NS norms by asking “Who actually owns English? Whose English should be adopted as the model for international communication? Do we need to be native-like when we are speaking or writing in English? Is the native speaker norm still valid?” (p. 48).

The second point is initiated by Kohn (2015: 55) as he puts emphasis on the fact that language users, referring to the case of students in German schools as an example, find themselves obliged to deal with an inner conflict which usually arises from associating success with fulfilling SE norms. He describes this inherent conflict by recalling his own feelings as both a researcher as well as a non-native English user himself:

The clear message was that for a non-native speaker a native-speaker SE orientation was fundamentally wrong and impossible to pursue with any hope of success. The wall just too high to climb; the fruit too sweet and out of reach anyway – just not my sociolinguistic reality. I felt excluded from the enchanted garden, a kind of Faustian creature with two souls: a non-native speaker with a desire for some kind of native-speaker SE orientation – a desire I was told was unrealistic, but which, at the same time, was part of my English self.

Kohn (2015) makes a distinction between achieving success in education terms and that of real-life communication. The first ascribes success to how much learners are able to approximate to applied norms and criteria, whereas authentic communication is basically related to one’s endonormative feeling of satisfaction when using the language to interact with others.

2.3.2. The Difference between ELF and EFL

The context of learning and teaching English as a foreign language and as a lingua franca is conceptually distinguished in terms of the target interlocutors of learners as well as

purposes of language use. Azuaga and Cavaleiro (2015: 105) argue that 'F' stands for 'foreigners'; outsiders who use the language and whose wish to be included in this target community will never be attained, and this inability to mimic English brings about a sense of frustration which may lead to an inferiority complex. In contrast, Azuaga and Cavaleiro (2015: 105) and Seidlhofer (2011: 7) state that 'F' in ELF is much more inclusive as it embraces all English speakers who use the language as a medium of communication, and this can instill confidence into these speakers with their own English.

The main focus of learning EFL is to communicate successfully with NES. In this respect, native-like competence is the ultimate and only valid goal of learning English in the sense that learners' success in acquiring the correct and appropriate linguistic knowledge is measured by how well they can absorb adopt grammar, lexis, pronunciation, and pragmatics of native-speaker norms (Gass & Selinker, 1994). Also, learners' knowledge of their first language is considered hindrance to their acquisition of L2 in the sense that deviations from native speaker norms, even when they do not affect intelligibility, result from L1 interference and transfer, and thus, perceived as errors to be corrected. Learners are to avoid code-mixing and codes-witching as they are seen as a deficit of proficiency and failure in adapting to native-speaker forms.

In ELF settings, on the other hand, the predominant reason for learning English is to communicate with a wide variety of other foreign interlocutors from different linguacultural backgrounds, and not primarily with its native speakers. Accordingly, the main focus for teaching ELF is to develop learners' communicative capabilities in English rather than native-like competence (Widdowson, 2015). In this sense, the "skilled English user", according to Jenkins (2017), is "someone who has acquired, not the forms of a native English variety, but the pragmatic skills to adapt their English use in line with the demands of the current interaction" (p. 560). Users' knowledge of their first language and other languages are regarded as enriching resources of linguistic creativity and situational adaptability (Pitzl, 2018). Deviations from native forms manifest the creativity of ELF users in the sense that some "language researchers now describe what might have earlier been termed "an error," not as an error or mistake, but rather as an innovation" (Larsen-Freeman, 2018, p. 55). In ELF situations, codes-witching and code-mixing are

regarded as natural phenomena and a beneficial multilingual resource which reflect users' in-group membership and cultural diverseness (Jenkins, 2006). Also. The use of other communication strategies such as accommodation and collaboration has become crucial for successful communication in ELF contexts. In their negotiation of meaning, ELF users rely on accommodation strategies including repetition, paraphrasing, and repairs in order to “construct meaning and/or solve non-understanding” (Cogo & House, 2018, p. 212).

2.3.3. Native Versus Non-Native English Speaker Teachers

The global spread of English as a lingua franca with its NNSs outnumbering NESs has put the issue of native speakerism within ELT discipline in question. English is taught as a second language in the Inner and Outer Circles countries or as a foreign language in the Expanding circle countries by both native teachers of English (NESTs) and non-native teachers of English (NNESTs). However, in the context of teaching EFL, NESTs have always been considered as the “complete, appropriate, convenient and appealing” model (Kuo, 2006, p. 214). Phillipson (1992: 185) refers to the native speaker fallacy as he opposes the commonly held belief that the ideal teacher of English is a native speaker. Although NNESTs constitute about 80% of English teachers, they have been in the position of second-class teachers in their own profession regardless of how qualified and competent they are (Braine, 2010, p. 1). Braine (2010) states that “for many NNS English teachers, qualifications, ability, and experience were of little help in the job market where the invisible rule appeared to be ‘No NNS need apply’” (pp. 3-4). Therefore, in order to fight against discrimination NNESTs feel an overrated sense of the need to prove themselves as good teachers, and many of them shift their main goal toward achieving native speaker competency over high qualifications in ELT practice.

The dichotomy of NESTs versus NNESTs has been open to debate with the growing number of NNESTs worldwide, and led to the Nonnative Speaker Movement as a result of Kachru and Smith's new concept of World Englishes in 1970s (Braine, 2010, p. 2). The debate centers on in what sense NESTs and NNESTs can be different and, accordingly, who actually make better teachers of English. Medgyes (1994: 25) argues

that despite the fact that NESTs and NNESTs belong to “two different species” due to their being different in terms of language proficiency and teaching practice, both are highly advantageous to ELT practice and can be equally good on their own terms. According to Braine (2010: 3), the 30th Annual TESOL Convention in 1996 marks the beginning of the Nonnative Speaker Movement in which a colloquium called ‘In Their Own Voices: Nonnative Speaker Professionals in TESOL’ was held. In the colloquium, prominent NNS scholars were invited to present and address issues in relation to the case of NNESTs. Issues of NESTs superiority and discrimination against NNESTs in the teaching arena were addressed on a large scale. The Nonnative Speaker Movement proceeded as in 1998, a TESOL Caucus for Non-Native English Speakers was established. Braine (2010) points out that the “overall aim of the Caucus was to strengthen effective teaching and learning of English around the world while respecting individuals’ language rights” (p. 4).

Reves and Medgyes (1994: 361) conclude that NNESTs have “deeper insights into the English language” and seem to be better qualified than NESTs. Also, NNESTs passed through the same learning process of English as a second language, and this shared experience is greatly beneficial to both NNESTs and their students. It can enhance non-native speakers’ self-confidence on the part of the students. On the other hand, NNESTs experience as former learners of English can lead them to foresee and empathize with the difficulties their students undergo in their learning process and thus deal with them more efficiently (Braine, 2010, p. 18). Seidlhofer (1999) contends that “native speakers know the destination, but not the terrain that has to be crossed to get there: they themselves have not travelled the same route” (p. 238). Also, NNESTs can help students gain potential benefit from their first language as they “contribute their rich multicultural, multilingual experiences” (Braine, 2010, p. 4). In a similar vein, Kirkpatrick (2011: 221) proposed a multilingual model to be considered in the teaching of ELF. In his model, multilingual English teachers (METs) replace NESTs as they provide not only an excellent role model but also an excellent linguistic one for their students to attain. In the ASEAN context, as an example, Kirkpatrick (2018) states that, “multilingual English teachers who have learned English as an additional language and who share similar linguistic backgrounds with their students represents the best classroom model for their students, as long as their

own proficiency levels are high” (p. 144). Kirkpatrick (2018) contends that, “given that they share their students’ linguistic backgrounds, [nonnative teachers] can exploit a bilingual pedagogy in the classroom and use their students’ L1 in systematic ways to help them learn the L2” (p. 145).

2.3.4. The Characteristics of ELF

The scope of ELF research has become diverse and rich paradigm to the extent that categorizing ELF literature tends to be a real challenge. The basic characteristics of ELF, according to Jenkins (2000) are as follows:

1. It is employed in contexts where speakers with different L1s (primarily from the Expanding Circle) need in order to communicate with one another.
2. Rather than replacing EFL, ELF is a complement to it. This alternative depends on the prospective needs and preferences of the speaker.
3. ELF has linguistic innovations that are distinct from ENL and that, in some situations, are shared by the majority of ELF speakers.
4. Pragmatically, certain communication strategies are used, including accommodation and code-switching. This is due to the fact that ELF forms are not a "all-purpose" English but rather critically depend on the unique communication situation.
5. Descriptions of ELF that could result in codification are derived from conversations involving proficient ELF speakers (pp. 143-145)

As regards the literature about the inclusion of ELF in English language teaching, it is worth referring to how ELF in its three phases can play roles in ELT practice.

a) ELT Phonology

ELF-related studies in ELF-1 focused on establishing phonological features which can be applicable in English language teaching. According to Seidlhofer (2004), “phonology is a comparatively closed system, and virtually all ELF users speak the language with some trace of their L1 accent” (p. 215). Although some of these non-standard

pronunciation features in ELF-settings may cause misunderstandings or problems, many others can serve to enhance intelligibility rather than disrupting communication (Deterding & Kirkpatrick, 2006). Also, Hüttner (2009: 274) maintains that English speakers' success is to be judged by how intelligible they are, rather than how fluent, as the concept of fluency in English is questionable and more problematic in the context of ELF. Rather than being advantageous, fast rate of speaking and the use of idioms and fixed chunks can interfere with intelligibility and thus cause more misunderstandings in ELF settings. In a similar vein, Jenkins (2005: 340) contends that many difficult sounds to pronounce, which are 'particularly English', are not necessary in terms of realizing international intelligibility. Therefore, ELF speakers do not need to master all those idealized and sometimes unattainable models of SE pronunciation. In this respect, Jenkins (2000) presented a Lingua Franca Core (LFC), a set of ELF pronunciation features for ELF users to produce correctly even if they have some difficulties with them, because misproduction can affect intelligibility. These core features of ELF pronunciation include:

- ✓ all the consonants of Inner-Circle English model except dental fricatives.
- ✓ the initial and medial consonant clusters
- ✓ the distinction between long and short vowels
- ✓ the quality of the mid-central vowel
- ✓ sentence stress (the placement of the intonational nucleus)
- ✓ aspiration on initial voiceless plosives

Jenkins (2007) suggested that actually there is no need to teach any non-core sounds produced by Inner-Circle speakers when the target is achieving international intelligibility than native speakerism. In a similar vein, Deterding (2013) maintains that there should be flexibility in attaining the following non-core patterns:

- ✗ the TH sounds
- ✗ final consonant clusters
- ✗ dark-L
- ✗ vowel quality (except for the NURSE vowel)
- ✗ vowel reduction (especially in the weak forms of function words)

- ✘ rhythm
- ✘ word stress
- ✘ the shape of the intonational contour (rising, falling, etc.) (p. 7)

It is worth referring to that in later phases in the development of ELF construct, delineating and deciding on possible linguistic features in ELF settings, including pronunciation and lexicogrammar, stopped to be at the center of attention anymore. Jenkins (2015: 50) points out that, mainly in ELF-2, empirical data obtained via large corpora, such as VOICE (the Vienna-Oxford International Corpus of English) and ELFA (the corpus of English as a Lingua Franca in Academic Settings), revealed that ELF is too fluid and changeable to be reduced to certain codes or rules. Nevertheless, Jenkins (2015) maintains that the continual retheorization in ELF literature present “a change of emphasis rather than a break with ELF’s past” (p. 51).

b) ELT Lexico-Grammar

The characteristics of lexico-grammar were a primary focus for a lot of ELF scholars in ELF-1 due to the importance of grammar and vocabulary to ELT (Seidlhofer, 2004; Cogo & Dewey, 2012). In her research on lexicogrammar in ELF communication, Seidlhofer (2004: 219) investigated spoken ELF instances captured in the Vienna-Oxford International Corpus of English (VOICE) in order to identify frequent and systematic lexico-grammatical features of ELF. She argues that these “typical ‘errors’ that most English teachers would consider in urgent need of correction and remediation, and that consequently often get allotted a great deal of time and effort in English lessons, appear to be generally unproblematic and no obstacle to communicative success”. Seidlhofer identified some of the salient lexicogrammatical features in ELF as follows:

- Non-use of s-endings in verbs for third person present tense, (*She like her new job*)
- Misusing of the relative pronouns ‘who’ and ‘which’ for people and things
- Omission of the definite and indefinite articles where they occur in SE, and insertion of them where they do not occur in SE
- Inappropriate use of question tags (*They like coffee, isn’t it?*)

- Insertion of redundant prepositions (*Mike married with Kate last month.*)
- Overuse of certain verbs of high semantic generality, *such as do, make, take, have.*
- Overdo of explicitness (*How long time does it take?*)
- Pluralization of nouns regarded uncountable in SE.
- Substituting that-clauses into infinitive forms (*I need that we ask him again.*)

Furthermore, vocabulary learning which is based on native-speaker norms can be inappropriate to maintain in ELF-settings. Hüttner (2009: 274) contends that the use of idioms, collocations, and fixed chunks can interfere with intelligibility and thus cause more misunderstandings.

c) Culture in ELF-Oriented Pedagogy

Another significant issue to address in ELF situations is the relationship between language and culture as English is used as the language of intercultural communication. Corbett (2003) defines culture as “the relationship between its core beliefs and values, and the patterns of behavior, art and communication that the group produces, bearing in mind that these beliefs and values are constantly being negotiated within the group” (p. 20). This negotiation process builds on as well as largely held by the use of linguistic means in order to drive the message home. Referring to the inseparability of language and culture, Brown (2000) declares that “language is part of a culture, and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either culture or language” (p. 177). Taking into account the fact that language and culture are closely intertwined, second language learning is often second culture learning and, by extension, language learner needs to become an intercultural learner in order to be able to interact and negotiate meaning successfully (Brown, 2000, p. 178). In this respect, the objective of language learning has shifted from the acquisition of communicative competence into that of intercultural competence. Hence, culture has become a part and parcel of ELT practice in the sense that cultural elements form the backbone of the content used in language teaching

textbooks and materials. Also, culture-integrated lessons have been devised in relation to teaching and learning the four skills of reading, writing, listening, and speaking.

The choice of cultural content in ELT has been shaped by the way the concept of culture is controversially interpreted, that is, whether culture is a static or dynamic phenomenon. Culture content is basically associated with the culture of the target language since the main focus of learning EFL is to communicate successfully with NES. This tallies with regarding culture as a static entity as being transmissible but irrevocable in the sense that learning English efficiently entails absorbing the English and/or American culture. Even though this perspective can be valid and applicable for those who intend to emigrate to Inner-Circle countries, it is irrelevant to most of English learners who may need to refer and reflect on their own cultural values when communicating in English with foreigners in their own countries or in other Outer or Expanding-Circle countries. Not surprisingly, there has been a shift from viewing culture as a “static entity” associated with a specific region or belonging to native-speaker societies to a “dynamic” and cumulative fact; the thing which triggered the concept of intercultural awareness (Baker 2009; Sauvignon & Sysoyev, 2002). Intercultural awareness, as Baker (2011) puts forward, is a “conscious understanding of the role culturally based forms, practices, and frames of understanding can have in intercultural communication, and an ability to put these conceptions into a practice in a flexible and context specific manner in real time communication” (p. 202).

Considering culture from an ELF perspective, Baker (2015) states that “ELF is by definition intercultural in nature since ELF communication is typically defined as involving speakers from different linguacultures” (p. 43). Taking into consideration the transnational and transcultural variety of ELF interactions, the materials relied upon in teaching English should not be associated with any specific culture of English-speaking countries (Splunder, 2013). Instead, Cortazzi and Jin (1999) suggest using three types of cultural content in ELT practice: learners’ own culture as the ‘source culture’, native-English speaking culture as the ‘target culture’ and a variety of different cultures around the world as the ‘international target culture’.

Hence, in addition to the target culture of English, creating sensitivity toward international cultures enable learners to develop communicative competence in

multilingual settings an asset to learners. On the other hand, the use of English as an international language is no longer connected to the culture of English-native speaking countries, but rather English should function as a bridge for its users to share their own cultural values (McKay, 2002; Weber, 2015). In this sense, ELF is seen as a tool which enables its users to communicate efficiently by expressing their different cultural identities. Language users can compare and contrast their local culture with those of native-speakers' culture and international cultures as an effective way of learning English (Doludenko & Baste, 2013). In a similar vein, Smith (1983) remarks that “the spread of English is not a homogenizing factor which causes cultural differences to disappear, but the use of English offers a medium to express and explain these differences” (p. 11).

d) Materials in ELF-Oriented Pedagogy

Materials in ELT practice is another significant issue to address as the textbooks used in teaching English are primarily under the domination of Inner-Circle countries such as UK or USA. According to Jenkins (2007), not only is there a lack of non-native speaker oriented materials, but also native English “is almost always presented as the only ‘real’ English, and its speakers as the only ‘experts’” (p. 244). In other words, ELT materials are based on native English speaker interactions and contexts without considering the different realities of EFL learners (Prodromou, 1988, p. 74). In this respect, ELF proposals suggest introducing various models in ELT materials in which native speaker orientation is no longer dominant. According to Jenkins (2006), Although the process is still going on a small scale, “Efforts are being made to reduce the “nativespeakerist” element in some teaching materials” (p. 169).

In order to prepare English learners to use the language in international settings, an important change has to be made in ELT materials in terms of both content and objectives. Concerning content from an ELF perspective, English coursebooks should include content from non-native speaker Englishes with respect to culture and pronunciation. According to Cortazzi and Jin (1999: 203), English materials must introduce various cultural elements from the local culture of the students and international cultures, apart from native English speaker cultures. Also, the majority of teaching materials provide

information about native English varieties, mainly British or American in the sense that varieties of Outer or Expanding Circle countries are rarely situated in these materials (Takahashi, 2010). Matsuda (2012) points out that native English “Varieties have dominated the ELT profession for a long time, and thus seem “natural” to most teachers and students” (p. 171), which is at odds with the realities of English. Therefore, ELT materials should be laden with non-native English varieties. When it comes to objectives, ELF maintains that coursebooks should emphasize successful communication and multicultural awareness at the expense of correct grammar and pronunciation (Baker, 2011, p. 199; Seidlhofer, 2011, p. 64).

2.4. Research on Teachers’ Attitudes toward ELF

The ELF-related research has contributed to raising awareness on conceptualization and implementation of ELF perspective in ELT. Since dealing with language in the classroom greatly depends on teachers, individual teachers can decide what and find out how to apply ELF-oriented approach in their teaching contexts (Jenkins, 2012). In this respect, more studies have attempted to investigate teachers’ awareness of these pedagogical proposals and explore their attitudes on implementing these ELF implications. It is worth referring to some international and Turkish research studies exploring these attitudes.

Timmis (2002) conducted an international research including 45 countries to looking at the attitudes of 400 students and 180 teachers toward different aspects of ELF. According to the study results, even though their attitudes were context-sensitive, both teachers and students still prefer SE norms as “the benchmark of perfection”. In Greece, Sifakis and Sougari (2005) conducted a study with 421 Greek teachers from primary, middle, and high schools to investigate their attitudes toward EFL construct. The results of the study suggested that teachers were not aware of the realities of English and the way it functions worldwide. Also, teachers believe that SE is the most appropriate model to teach to students in their classrooms.

A study conducted by Ranta (2010), in Finland, explored the EFL perceptions of 34 language teachers and 108 students. Her study aimed at comparing English as being taught at high schools with English as it is used in the real world, and reflecting on

teachers and students' ideas. Findings of her study showed that a discrepancy between English which learners receive at schools and the authentic language employed outside existed. Although the participants were aware of ELF, achieving native-speaker competence was the main target in the classrooms as the basic requirement for the matriculation exams which were ultimately based on SE.

Jenkins (2009: 204) studied novice teachers' attitudes toward native and non-native accents. Her study revealed how the negative effects of native speakerism lead to the teachers' lack of self-confidence and their uncertainty about their own pronunciation. Most teachers were inclined to having native-like accents as they thought it could mark their being successful teachers. In order to eliminate these negative impacts of setting SE norms as the ultimate objective for language learning, Jenkins stresses the urgent need for extensive integration of ELF construct into English language teaching programs.

Sarandi (2020) conducted a study exploring the attitudes of fifty-four experienced in-service Iranian teachers toward different aspects of ELF. A questionnaire and semi-structured interviews were utilized to gather qualitative and quantitative data. According to the results, teachers attitudes varied considerably in each domain. The majority of teachers had a strong preference to SE norms in terms of teaching pronunciation, grammar accuracy, and materials. On the other hand, teachers' attitudes were ELF-informed in respect of teaching multicultural awareness. Besides, findings also revealed that teachers were divided in their attitudes toward the supremacy of NESTs and the use of non-native materials in listening exams. As a large number of the participants disfavored applying ELF principles in their classrooms, Sarandi's concluded that Iranian in-service teachers, as their most counterparts worldwide, were either unaware of ELF construct, "or not well-equipped to take necessary measures to prepare their learners for the real-life language use" (p. 83).

In Turkey, İnceçay and Akyel (2014) researched ELF perceptions of 10 teacher educators and 100 teachers in the English preparatory programs at two universities in Istanbul. Findings revealed that the teachers were neither well-aware of ELF research nor interested in its application in their classrooms. Also, half of the teachers committed themselves to SE and declared that ELF can lead to distorting the language or cause

misunderstandings. Moreover, teachers expressed their drive to master the native speakers' accent, whether British or American.

Soruç (2015) conducted a study on the attitudes of 45 non-native English teachers from five different countries of the Expanding Circle; Turkey, Italy, Egypt, Germany, and China. Findings revealed that most teachers had a strong preference to SE norms, and they almost never used any ELF grammatical features. Teachers also thought that SE norms ensure intelligibility, reduce anxiety, and provide psychological support and confidence. On the other hand, they believe that ELF can put learners at a disadvantage as they use 'broken English.' Moreover, according to teachers, lots of factors inhibit teaching ELF in the classroom such as SE-based materials, time constraints as well as students' expectations. Soruç's conclusion was that there was a need to create and raise teachers' ELF awareness.

Inal and Özdemir (2015) also investigated Turkish teachers' perceptions on EFL in order to pave the way for including the concept in ELT education programs. Three distinct groups of 300 teachers of English—ELT Academicians, in-service, and pre-service—participated in the study. The study's findings showed that pre-service instructors tended to be more willing to implement ELF-oriented pedagogy in ELT and were interested in putting emphasis on ELF principles in education programs for English language teachers. By contrast, in-service teachers at primary and secondary schools in Turkey would prefer being committed to SE norms as this could help them comply with the official curriculum assigned to them. On the other hand, ELT instructors were also more inclined to adopt SE norms, but they were in favor of including ELT construct in the education of pre-service language teachers.

Bayyurt et al. (2019) examined in-service Turkish, Polish, and Portuguese teachers' beliefs about ELF in ELT. According to the study results, teachers had a good level of intercultural awareness and were open to teach both native and nonnative cultures in their classes. Also, they believed that intelligibility is more crucial than native-like accent or proficiency for language teachers. However, they were uncertain concerning the significance of the use of non-standard English varieties, and they were divided when it

comes to applying other aspects of ELF such as lexicogrammar and phonology in their own teaching practice.

Most studies which have attempted to investigate the perceptions and attitudes of teachers toward ELF indicate that although teachers have positive stances toward the concept of ELF as they have developed some awareness of ELF pedagogical implications, their attitudes are multifarious depending on which ELF aspect is in question. Besides, a lot of English teachers are still in favor of native speakers' norms as the ideal basis for language learning and teaching since, as Dewey (2007) declares, In ELT "the normative model is often incongruously homogenized" (p. 344). Nevertheless, the aforementioned studies did not address the factors which may affect the extent ELT teachers are willing to accept what ELF-based theory suggests. To this end, the present study attempts to explore the two factors of the amount of teaching experience and background degrees of teachers in order to find out whether these factors have a potential effect on teachers' attitudes toward applying ELF-oriented pedagogy in language teaching. the findings of the study may direct teaching training programs for pre-service language teachers into foregrounding ELF perspective into language teaching more effectively. It may also provide useful insights to ELT stakeholders regarding the possible challenges and obstacles of ELF implementation in the classroom settings.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter will outline the details of research methodology into seven main sections. The first section presents the purpose and the three research questions of the study. In the second section, the research design employed in the study will be presented in detail. The third section will introduce the settings in which the study took place as well as a detailed description of the participants of the study. The next two ones will explain in detail the data collection instruments and procedures that were employed to collect the data of the study including the required documents and permissions. Then, an overall procedure for the data analysis will be provided in the sixth section. The final section tackles the issues of reliability and validity in relation to the study.

3.2. The Purpose of the Study

This study intended to explore the perceptions of EFL university instructors in Turkey on different aspects of ELF and ELF implementation in ELT practice. The second purpose of the study was to examine whether the two factors of teaching experience and background degrees affect these perceptions. In other words, it aimed to examine whether different amounts of teaching experience and background degrees affect the perceptions of in-service English language instructors on different aspects of ELF and ELF-based pedagogy. Thus, the following research questions were addressed in the study:

1. What are the perceptions of EFL university instructors on applying ELF-oriented pedagogy in language teaching?
2. Does teaching experience affect EFL university instructors' perceptions on ELF implementation in the classroom settings?

3. Do different background degrees of EFL university instructors affect their perceptions on ELF implementation in the classroom settings?

3.3. Research Design

In order to address the research questions, the present study adopted the descriptive research on many grounds. Descriptive research fulfills many purposes of research studies as it can be used, according to Dulock (1993), “to describe systematically and accurately the facts and characteristics of a given population or area of interest; to provide an accurate portrayal or account of characteristics of a particular individual, situation or group; ... to discover associations or relationships between or among selected variables” (p. 154). In descriptive research, as Siedlecki (2020) maintains, “Research questions usually begin with “What” or “What is” but can also include “when”, “where”, and “how” questions; however, a descriptive design cannot answer “why” questions” (p. 9). Furthermore, Dulock (1993: 154) points out that the description of the characteristics in descriptive research involves “voting, preferences, feelings, or attitudes” of the population in question. Besides, a descriptive research design can be employed to conduct comparisons as it enables researchers to figure out how different groups respond to a specific point in question with respect to their demographic questions such as age, income, gender, geographical location, or experience.

In line with the aforementioned purposes, descriptive research was utilized for the study to answer the questions of ‘what’ and ‘how’. To this end, regarding the ‘what’ question, the study intended to explore what the perceptions of EFL university instructors are on ELF and their preferences as to what aspects of ELF-oriented pedagogy they tend to apply in ELT practice; on the other hand, the study attempted to figure out how different groups in terms of years of experience and background degrees might respond as a result of their probable contrasting attitudes toward ELF and ELF-oriented pedagogy.

The study undertook survey research which is the most common type of descriptive method in educational research (Cohen, et a., 2018, p. 334). Surveys involve the collection of data, as Cohen et al. put forward (2018), “at a particular point in time with the intention of describing the nature of existing conditions, or identifying standards

against which existing conditions can be compared, or determining the relationships that exist between specific events” (p. 334). According to Lavarakas et al. (2000), in surveys is usually collected “from a sample of elements drawn from a well-defined population through the use of a questionnaire” (p. 223). The present study collected the necessary data through an online questionnaire which consisted of a mixture of closed and open questions. The study collected data through both closed- and open-ended items in the questionnaire since the “responses to closed questions are easier to collate and analyse”; whereas, open questions can yield “more useful information” as well as responses which “more accurately reflect what the respondent wants to say” (Nunan, 1992, p. 143).

The present study took advantage of a mixed methods research design as it adopted both qualitative and quantitative methods. According to Koh and Owen (2000), “descriptive research generates data, both qualitative and quantitative, that define the state of nature at a point in time” (p. 219). The quantitative data was obtained via the closed questions of the questionnaire. The quantitative method is advantageous as it helps collect a big amount of data in a short time as well as come up with more objective and reliable data. On the other hand, “qualitative research emphasizes inductive reasoning” in which “there is an emphasis on process, or how things happen, and a focus on attitude, beliefs, and thoughts - how people make sense of their experiences as they interpret their world” (Koh at al., 2000). In this respect, the qualitative data gained through the open-ended questions of the questionnaire would help to improve the data and make the potential outcomes more reliable by providing a deeper understanding of perceptions of EFL university instructors toward ELF and ELF-oriented pedagogy. Moreover, the qualitative data can serve as a complementary role in amplifying the quantitate data.

3.4. Setting and Participants

The study was conducted at three universities in turkey; two state universities in Sakarya, Turkey, and one foundation university in Istanbul in the Spring semester of 2020-2021 academic year. The study sample of the study contained 50 in-service EFL university instructors currently working at English Language Preparatory Schools or teaching English at other faculties in three universities in Turkey. All participants voluntarily

participated in the study and responded to the questionnaire. The sampling method applied in the study was the convenience sampling for two reasons. First, the study intended to investigate the perceptions of English instructors at tertiary level. Second, the population was conveniently available for the researcher as he himself was an EFL university instructor at one of the state universities.

Considering the demographic information of the participants, 24 (48%) were female and 26 (52%) male. 33 (66%) of them were working as instructors at the preparatory schools of foreign languages, and 17 (34%) as instructors at other faculties. 14 (28%) of the instructors were working for a foundation university and 36 (72%) for state universities. The participants belong to the Expanding Circle of Kachru and the universities involved in the study have ELF settings as EFL instructors and the majority of the students, whether they come from Turkey or other foreign countries, can be regarded as ELF users given that English is their second or third language. 13 (26%) of the participants had 1-5 years of experience and 37 (74%) had more than 10 years of experience. In terms of background degrees, 31 (62%) of the respondents were ELT graduates, 17 (34%) were graduates of English Language and Literature, and 2 (4%) were graduates of Linguistics. The table below shows the percentages and the demographic information of the participants.

Table 3.1: Demographic information of the participants

	Freq.	%
Gender		
Female	24	48
Male	26	52
Teaching Position		
Instructors at Preparatory School of Foreign Languages	33	66
Instructors at Other Faculties	17	34
Institution		
A Foundation University	14	28
State Universities	36	72

Years of Teaching Experience		
1 -5	13	26
10+	37	74
Background Degree		
ELT	31	62
English Language and Literature	17	34
Linguistics	2	4

3.5. Data Collection Instruments

The study used an online questionnaire (APPENDIX A) to elicit the necessary data. It consisted of three parts. The first part elicited the demographic information of the participants. The second part contained closed questions, and the third part contained open-ended questions. A letter of confidentiality including an informed consent was given at the very beginning of the questionnaire. It provided basic information about the researcher, and aim of the research ensuring the confidentiality of the participants' responses as well as stating that completion of the questionnaire implies the participants' voluntary consent to participate in the study. The first section of the questionnaire elicited participants' personal information such as their gender, years of teaching experience, professional qualifications, and current teaching positions and institutions.

The second part of the questionnaire adopted an ELF-awareness questionnaire from an earlier study developed by Bayyurt et al (2019), which investigated teachers' perceptions on applying the pedagogical implications of ELF in ELT in three countries – Turkey, Poland, and Portugal. The closed questions of this part were used to obtain the quantitative data.

The ELF-awareness questionnaire consists of five subsections related to the participants' ELF-awareness on different aspects of ELF and ELF-oriented pedagogy. Likert scale questions with five points were designed where, in the first three sub-sections, the respondents stated the extent to which they agree or disagree on each statement from strongly disagree to strongly agree. According to Bayyurt et al. (2019), "The aim of a Likert scale often involves the measurement of the participants' attitudes, opinions,

perspectives and similar” (p. 192). In the last two sub-sections, the participants were asked to rate the level of importance of aspects related to language interactions from not important to very important.

The items in the first subsection aimed at exploring the perceptions of the participants in an attempt to measure their cultural awareness in ELT from ELF perspective. It consists of six statements related to issues about language and culture learning and teaching. The first four items address the connection between learning and teaching the target language culture, other cultures, and students’ own culture, their similarities and differences. They also tackle realizing successful communication in English. The last two items address what cultures are to include in ELT materials.

The second subsection of ELF-awareness questionnaire is about language awareness in ELT from ELF perspective. IT seeks to investigate the perceptions of the participants on positioning native varieties and native speakers in the process of teaching and learning English. The ten items in this section relate to Standard English or British and American English in respect with accent and texts in ELT materials as well as NESTs and NNESTs.

The aim of the six questions in the third subsection was to investigate the perceptions of the participants on instructional awareness relating to communication goals in ELT. The first four statements explore the attitudes of the participants toward the connection between successful communication and intelligibility and grammar correctness when native and non-native speakers of English are involved. The last two items look at NESTs’ accent and roles.

The last two subsections in the second scale aim to find out how participants rate the importance of nine aspects in interactions between native and non-native speakers as well as between non-native and non-native speakers. The nine aspects include gestures/facial expressions, vocabulary, accent, knowledge of grammar, establishing one’s own identity, knowing about the native-speaker culture, knowing about the non-native-speaker culture use of communication strategies, and use of the language according to native speaker norms.

In accordance with the ELF-awareness questionnaire, a third part of the questionnaire was devised by the researcher. In order to supplement the study with qualitative data, this

section included six open-ended questions, instead of having individual interviews due to covid-19 limitations related to availability and convenience of the participants. The questions were as follows:

1. Which culture(s) should students of English be introduced to when learning the language?
2. Which variety/varieties of English should students of English be exposed to?
3. Do you think learners need to speak with a native-like accent?
4. What should be the ultimate goal of a learner in learning English?
5. Which is more advantageous for students in learning English? Having a (NEST) or a (NNEST) in the classroom? Why?
6. Do you think it is important for coursebooks to integrate English as a Lingua Franca (ELF)? Why/ Why not?

3.6. Data Collection Procedures

An online version of the questionnaire was composed on *Google Forms* which is a licensed, reliable, and easy-to-use questionnaire administration software. The researcher received the permission by email from three of the researchers for using Bayyurt et al (2019) questionnaire in the present study; Dr. Luis Guerra, Dr. Lili Cavelheiro, and Yavuz Kurt. Before the administration of the online questionnaire, the required documents— Application Letter, IZU Ethics Committee Application Form, the Informed Consent Form— were filled out, signed, and submitted for the ethical approval from Istanbul Sabahattin Zaim University Ethics Committee. The application form included detailed information on the title of the study, the aim of the research, its possible contribution to the literature, the instruments, the setting, and the participants. Istanbul Sabahattin Zaim University Ethics Committee approved the form on 30/04/2021 (E-20292139-050.01.04-7182).

The permission of the schools of foreign languages at the three universities in which the study was going to be carried out was obtained by contacting the managers in charge.

Then, the researcher embarked on sharing the survey's web link with the participants via their institutional e-mail addresses or through the WhatsApp social media website. Responding to the questionnaire took approximately 10-15 minutes. The data were collected over a period of three weeks in the Spring semester of 2020-2021 academic year.

3.7. Data Analysis

The analysis procedure involved relying on both descriptive statistics –such as frequencies, averages, and rates– and inferential statistics –including Independent Samples t-tests and ANOVA. To analyze the quantitative data, Statistical Package for the Social Sciences (SPSS) v.23. was utilized. Descriptive statistics were used to examine the demographic information of the participants as well as to identify the perceptions of EFL university instructors on applying ELF-oriented pedagogy in language teaching (Research Question 1).

To address the second research question, participants were categorized into two groups; less experienced (1–5 years of experience) and experienced (10+ years of experience). The aim here was to find out whether the perceptions of EFL university instructors toward applying different aspects of ELF-oriented pedagogy in ELT practice differ with respect to years of experience. Given the fact that each group follows a normal distribution, inferential statistics were utilized by implementing Independent Samples t-test to analyze the data obtained from the second part of the questionnaire (Research Question 2). Independent Samples t-test is an analysis technique in which the means of the two independent groups are compared in order to determine whether a statistically significant difference exists between the two groups in question (Cohen et al., 2018, p. 777).

To address the third research question, participants were categorized into three groups; ELT group, English language and literature group, and linguistics group. Since there were three groups, inferential statistics were utilized by relying one-way Analysis of Variance (ANOVA), which was used to verify whether a statistically significant difference exists in the means of more than two groups (Cohen et al., 2018, p. 781). The data obtained from the second part of the questionnaire were analyzed to find out the similarities and

differences between the perceptions of EFL university instructors toward ELF implementation in the classroom settings when they professionally hold different bachelor background degrees.

The third part of the questionnaire contained six open-ended questions. The responses to these questions obtained in-depth qualitative data. To analyze the qualitative data, content analysis was made. The data were analyzed by following the phases of content analysis put forward by Dörnyei (2007) as “coding for themes, looking for patterns, making interpretations, and building theory” (p. 246). In a similar vein, coding procedures, according to Cresswell and Clark (2007), involve separating the data into groups and labelling the ideas to have a reflection of more extensive perspectives.

3.8. Reliability and Validity

The reliability analysis of the questionnaire’s sections was carried out by employing Cronbach Alpha reliability coefficient. The Cronbach alpha measures the internal consistency of a scale as it “provides a coefficient of inter-item correlations by calculating the average of all possible split-half reliability coefficients” (Cohen et al., 2018, p. 774). Ideally, to regard that the internal consistency of the sections sufficient, the value of the Cronbach alpha coefficient of a scale obtained should be higher than .70. However, others suggest that that the reliability level is acceptable at 0.67 or above (Pallant, 2016, p. 27).

Table 3.2: Cronbach’s Alpha for All the Sections of the Questionnaire

Reliability Statistics	
Cronbach Alpha	N of Items
.805	40

As table 3.2 shows, when the Cronbach alpha coefficient of Part 2 of the questionnaire was analyzed, the overall reliability was found acceptable as Cronbach alpha showed a

relatively high internal reliability coefficient of .805. Furthermore, to assure the reliability of the data, Cronbach Alpha of each subsection of Part 2 of the questionnaire was analyzed as in table 3.3.

Table 3.3: Cronbach’s Alpha for Each Subsection of the Questionnaire

Cronbach Alpha	
Cultural Elements	0.720
Positioning Native varieties and native Speakers	0.902
Communication Goals	0.734
Aspects of native and non-native interactions	0.715
Aspects of non-native and non-native interaction	0.778

Cronbach Alpha analysis revealed that the Cronbach Alpha coefficient level for all subsections was higher than the permissible cutoff value. The results indicate that there is no need to strengthen the reliability of the questionnaire by removing any of the items. As such, it was concluded that the reliability of the instrument was ensured.

Methodological triangulation, combining quantitative and qualitative data, is one of the strategies to strengthen the validity of the research (Cohen et al., 2018, p. 43; Dörnyei, 2007, p. 44). Triangulation, according to Tashakkori and Teddlie (2008), “refers to the combinations and comparisons of multiple data sources, data collection and analysis procedures, research methods, investigators, and inferences that occur at the end of a study” (p. 32). Therefore, the researcher triangulated the data by combining and analyzing quantitative and qualitative data in order to enhance the validity of the findings.

3.9. Conclusion

The methodology chapter described the design of the research in relation to the purpose of the study and the research questions. Then, the general details regarding the setting and

the participants, data collection procedure and data collection instruments were presented. Also, an overview of the data analysis was described and the reliability and validity of the study were stated. The next chapter will present the in-depth analysis of both the quantitative and qualitative data to investigate the perceptions on EFL instructors toward applying ELF-oriented pedagogy in ELT practices and the factors influencing their attitudes.



CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

This chapter presents and analyzes the relevant findings gained from the data analysis procedures in three sections in reference to the research questions. The data gathered via the Likert-scale analysis statements and open-ended questions of the survey were classified to show the responses to related research questions. The first section will point out the perceptions of EFL university instructors on different aspects of ELF-oriented pedagogy including the cultural diffusion of English, native and non-native varieties of English, native and non-native speakers of English, native and non-native English speaker teachers, lexico-grammatical features of English, and materials in ELT practice. In the second section, the relationship between the perceptions of EFL University Instructors on different aspects of ELF-oriented pedagogy and their teaching experience will be investigated. The final section examines whether the professional background degrees of EFL University Instructors affect their perceptions toward implementing different aspects of ELF-oriented pedagogy in ELT practice.

4.2. Perceptions of EFL University Instructors on ELF-oriented Pedagogy

The findings in this section show the responses of EFL University Instructors to the questionnaire items which were designed to find out the participants' perceptions on different aspects of ELF-oriented pedagogy as in the following first research question;

What are the perceptions of EFL university instructors on applying ELF-oriented pedagogy in language teaching?

The percentages of responses from EFL University Instructors for each choice on the 5-point Likert scale are reported in this section. Then, a thorough interpretation and discussion are provided on these responses. As for the qualitative data gathered from the

open-ended questions in the survey, content analysis is applied after presenting a summary and illustrative examples of the participants' responses in line with the different aspect of ELF-oriented pedagogy. Table 4.1 provides the weighted means for the 5-point Likert scale response options.

Table 4.1: The weighted means for the five-point Likert scale

Weighted Means	Level
From 1 to 1.80	Strongly disagree
From 1.81 to 2.60	Disagree
From 2.61 to 3.40	Neutral
From 3.41 to 4.20	Agree
From 4.21 to 5	Strongly agree

4.2.1. Perceptions of EFL University Instructors Toward ELF in Terms of the Cultural Diffusion of English

The six items from the first section of the questionnaire aim at exploring the perceptions of the participants toward culture learning and teaching in ELT from ELF perspective. Items 1, 2, and 4 question the need for learning and teaching the target language culture, other cultures, and/or students' own culture as well the similarities and differences between them. The third item addresses culture in relation to attaining successful communication in English. The last two items tackle what cultures are to include in ELT materials.

The table below shows the responses of participants to the first section of the questionnaire.

Table 4.2: Participants' perceptions on the cultural diffusion of English in ELT

Cultural Elements	Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	std
1. Non-native speakers of English should learn about both the target language culture & other cultures to communicate successfully in English.	Freq.	1	4	2	25	18	4.10	0,953
	%	2	8	4	50	36		
2. It is essential to teach the students the similarities and differences between the native English speaking countries and their own country.	Freq.	0	3	3	33	11	4.04	0.727
	%	0	6	6	66	22		
3. Students do not need to know about the cultures of native speakers of English to communicate successfully in English.	Freq.	17	21	3	8	1	2.10	1.111
	%	34	42	6	16	2		
4. Students need to know about the similarities and differences between their own culture and other cultures.	Freq.	0	1	7	33	9	4.00	0.639
	%	0	2	14	66	18		

The first item in Table 4.2 revealed that the majority of EFL university instructors (agree + strongly agree = 86 %) believe that non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English. Similarly, as seen in item 4, 84% of the participants support the need for students to be aware of the parallels and distinctions between their culture and those of other nations. Also, the majority of EFL university instructors (agree + strongly agree = 88 %)

believe that students need to distinguish the similarities and differences between the cultures of the native English speaking countries and their own country.

The third item in the table above shows the perception of participant instructors toward the relationship between learning and teaching the cultures of native speakers of English and successful communication in English. The instructors' response revealed that 76% of the participants disagreed with the idea that it is not necessary to be familiar with the cultures of English speakers for effective communication in English. By contrast, 6% of the participants had neutral response and only 18% of the participants supported that there is no relationship between learning and teaching the cultures of native speakers of English and successful communication in English.

The participants' perception toward the importance of culture in English interactions was also included as one of the aspects to consider in the last two sections of the questionnaire. The fourth section of the questionnaire addressed native and non-native interactions and the fifth section was about non-native and non-native interactions as shown respectfully in tables 4.3 and 4.4.

Table 4.3: Participants' Perceptions on the Importance of Culture in Native and Non-Native Interactions

Aspects of native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	std
Knowing about the native speaker culture	Freq.	0	6	11	26	7	4.34	0.868
	%	0	12	22	52	14		
Knowing about the non-native speaker culture	Freq.	2	11	13	18	6	4.15	1.074
	%	4	22	26	36	12		

Table 4.3 shows the position of the participants on how important knowing about the native and the non-native speaker culture is in English interactions between native and non-native speakers. The instructors' responses revealed that 68% of the participants (52% important + 14% very important) believe in the importance of knowing about the native speaker culture. On the other hand, only 48% (36% important + 12% very important) stress the importance of knowing about the non-native speaker culture.

Table 4.4: Participants' Perceptions on the Importance of Culture in Non-Native and Non-native Interactions

Aspects of non-native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	Std
Knowing about the native speaker culture	Freq.	2	4	12	21	11	4.35	1.035
	%	4	8	24	42	22		
Knowing about the non-native speaker culture	Freq.	3	7	12	21	7	4.22	1.091
	%	6	14	24	42	14		

Table 4.4 shows the position of the participants on how important knowing about the native and the non-native speaker culture is in English interactions between non-native and non-native speakers. 42% of the participants regard knowing about the native speaker culture as important and 22% as very important even when interactions are between non-native and non-native speakers; whereas, 8% believe that native speaker culture is slightly important and 4% as not important. On the other hand, when it comes to knowing about the non-native speaker culture, 42 % regard knowing about the non-native speaker culture as important and 14% as very important; whereas, 14% believe that non-native speaker culture is slightly important and 6% as not important.

This item about cultural awareness from an ELF perspective also had a complementary part in the form of an open-ended question dealing with the culture or cultures that students should be introduced to in the process of learning English. 45 of the 50 participants responded to the question. The open-ended responses of these participants were analyzed through content analysis and are presented in Table 4.5.

Table 4.5: Open-Ended Response to Item 25

<i>Which culture(s) should students of English be introduced to when learning the language?</i>	%	Freq.
Target language culture (American, British, Canadian and Australian)	48.8	22
Target language culture and students' own culture	2.2	1
Target language culture and other non-native cultures	4.4	2
All cultures	35.5	16

As seen in the table, almost half of the participants (48.8 %) maintained that students of English should learn the culture of the target language such as American, British, Canadian, and Australian. On the other hand, 35.5 % believe that students of English should be introduced to all cultures including the target language culture, students' own culture, and non-native cultures. One participant mentioned students' own culture in addition to the culture of the target language, and two participants referred to the need to introduce other non-native cultures apart from the target language culture.

Some of the participants who believe that students of English should mainly learn the culture of the target language explain this view as the following two examples:

- *“As they are learning English, they should learn mostly about the culture of the language they are learning to speak. Of course, as English is known as Lingua*

Franca, some may claim we should learn about the culture of other languages as well, but I believe this is not practical and misleading.” (Informant 8)

- *“American and British Cultures (are the ones students should be introduced to) unless the target of learning is living in another English speaking country.” (Informant 30)*

In a similar vein, some of the instructors who stated the need to introduce students to all cultures still expressed their direct preference to rely basically on the target culture of English by using words such as ‘*basically*’, ‘*firstly*’, and ‘*mainly*’ when referring to the native culture of the target language such as American or British.

4.2.2. Perceptions of EFL University Instructors Toward ELF in Terms of Native and Non-Native Varieties and Speakers of English

The second section of ELF-awareness questionnaire is about language awareness in ELT from ELF perspective. It seeks to investigate the perceptions of the participants on positioning native and non-native varieties as well as native and non-native speakers in the process of teaching and learning English. Also, two items from the third section of the questionnaire address the participants’ stance on native and non-native speakers in relation to communication and accent.

The table below shows the responses of participants to the involved items of the questionnaire.

Table 4.6: *Participants’ Stance on Native and Non-Native Varieties and Speakers in ELT*

Positioning Native varieties and native Speakers	Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	mean	std
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7. It is more important for students to be able to communicate with native speakers of English than non-native speakers of English.	Freq.	9	14	4	13	10	3.02	1.45
	%	18	28	8	26	20		
9. English has many varieties, but to be practical we should only teach American or British English.	Freq.	8	11	4	19	8	3.16	1.376
	%	16	22	8	38	16		
10. Students should be able to speak English with a native-like accent.	Freq.	5	24	10	7	4	2.62	1.105
	%	10	48	20	14	8		
17. Students need to learn English to communicate with native and non-native speakers of English.	Freq.	2	0	0	20	28	4.44	0.861
	%	4	0	0	40	56		
18. Intelligible accent is essential for successful communication among native and non-native speakers of English.	Freq.	0	0	3	22	25	4.44	0.611
	%	0	0	6	44	50		

The participants' perception on positioning native and non-native varieties was drawn from items 9, 10, and 18 in Table 4.6. Item 18 showed that almost all EFL instructors (94%) believed that intelligible accent is crucial between native and non-native English speakers in order to communicate efficiently. On the other hand, a significant rate decline was seen as item 10 revealed that only 58% of the participants did not support the necessity of students to be to speak English with a native-like accent and 20% were indecisive about it. Along the same line, with reference to item 9, 52% of EFL university instructors (38% agree + 16% strongly agree) believe in the statement that as English has

many varieties, teachers should teach British or American English in order to be practical concerning the variety to which students be exposed; whereas, 38% opposed and 8% were indecisive about it. In other words, more participants associated practicality to hearing English spoken in British or American accents and did not give importance to hearing other native accents or non-native accents of English.

The other items in the table sought to find out the perceptions of the participants on positioning native and non-native speakers. The responses of participants to item 17 clarified that almost all participants (96%) believed that their students must study English to communicate with both native and non-native English speakers. However, considering whether communicating with native English speakers is more crucial for learners than communicating with non-native English speakers, the weighted mean of item 7 (3.02) reflected that the participants were neutral and uncertain about tipping the balance toward native or non-native speakers. It can be concluded that the participants' views are still influenced by native speakers' norms as they do not seem to draw a clear distinction between communication effectiveness and the person being addressed, whether a native or non-native speaker of English.

The participants' perception toward the importance of native and non-native varieties in English interactions was also included as one of the aspects to consider in the last two sections of the questionnaire. The fourth section of the questionnaire addressed native and non-native interactions and the fifth section was about non-native and non-native interactions as shown respectfully in tables 4.7 and 4.8.

Table 4.7: Participants' Perceptions on the Importance of Native and Non-Native Varieties and Speakers in Native and Non-Native Interactions

Aspects of native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	std
Accent	Freq.	1	8	16	18	7	4.22	0.993

	%	2	16	32	36	14		
Use of the language according to native speaker norms	Freq.	3	6	15	14	12	4.26	1.165
	%	6	12	30	28	24		

Table 4.7 shows the position of the participants on the importance of accent and the language usage that adheres to native speaker standards in English interactions between native and non-native speakers. The weighted mean of the first item (4.22) revealed that EFL university instructors give accent a considerable importance in English interactions between native and non-native speakers. Furthermore, 82% of the participants placed some high degree of importance on using the language according to native speaker norms in English interactions between native and non-native speakers. Only 18% regarded using English according to native speaker norms in interactions between native and non-native speakers as not really important (6% not important + 12% slightly important).

Table 4.8: Participants' Perceptions on the Importance of Native and Non-Native Varieties and Speakers in Non-Native and Non-Native Interactions

Aspects of non-native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	Std
Accent	Freq.	1	7	17	18	7	4.23	0.973
	%	2	14	34	36	14		
Use of the language according to native speaker norms	Freq.	6	8	9	14	13	4.20	1.355
	%	12	16	18	28	26		

Table 4.8 shows the position of the participants on the importance of accent and the use of English in accordance with the norms of native speakers in English interactions between non-native and non-native speakers. Considering the first item, 84% of EFL university instructors believe that accent plays an important role in English interactions between non-native and non-native speakers. In addition, the weighted mean of the second item (4.2) – (18% moderately important + 28% important + 26% very important) – showed that EFL university instructors believed in the importance of using the language according to native speaker norms in English interactions between non-native and non-native speakers as important. Only 28% regarded using English according to native speaker norms in interactions between non-native and non-native speakers as not really important. Comparing the results of tables 4.7 and 4.8, it can be concluded that, when it comes to the importance of accent and the use of English according to the norms of native speakers, the participants did not make distinctions between interactions in which native and non-native speakers are involved and interactions among only non-native speakers. Regardless of the kind of speakers involved in English interactions, accent and native speaker norms are still of paramount importance on the part of the participants. In other words, native speaker norms and accent are still placed in the center of language interactions whether native speakers are involved or not in these interactions.

The item about varieties of English also had a complementary part in the form of two open-ended questions. The first question aims to explore the participants' perspective about which variety or varieties of English students should be exposed to in the process of language learning. When it comes to the first question, 36 out of the 50 participants responded to the question. The open-ended responses of these participants were analyzed through content analysis and the results are presented in Table 4.9.

Table 4.9: Open-ended Response to Item 26

<i>Which variety/varieties of English should students of English be exposed to?</i>	%	Freq.
Dominant Native Varieties (American and/or British)	44.4	16

All Native Varieties (American, British, Canadian, Australian, etc.)	25	9
Native and Non-native Varieties	19.4	7
Students' Needs	5.6	2
Students' Geographical Setting	5.6	2

The findings in Table 4.9 showed that the majority of the participants (69.4%) believe that students of English should be exposed to native varieties; (44.4%) mainly to American and British. On the other hand, only 19.5 % believe that students of English should be introduced to all different varieties including native and non-native ones. Two participants shed light on catering for students' needs, where other two participants took into consideration the geographical setting in which the students are learning the language. It is worth mentioning that some of the participants who favored the inclusion of all different varieties still referred to the importance of the varieties of native speakers of English or to the importance of their being understood by native speakers. For example, one of the participants answered by saying:

- *“Being understood by native speakers is important; however, being obsessed with flawless standard English accents doesn't work. Also, from an ELF perspective, non-native accents are acceptable as long as there is mutual intelligibility. Still, the context is crucial in deciding the intelligibility factor.”* (Informant 4)

The second open-ended question about varieties of English is aimed to find out whether the instructors think that learners need to speak with a native-like accent. 38 of the 50 participants responded to the question and their responses are presented in Table 4.10.

Table 4.10: Open-Ended Response to Item 27

<i>Do you think learners need to speak with a native-like accent?</i>	%	Freq.
Yes (American and/or British)	26.3	10
No (or Not Necessary)	73.7	28

As seen in table 4.10, the instructors who did not regard that their students of English need to speak with a native-like accent accounted for 73.7% of the participants in contrast to 26.3% for those who thought that a native-like accent is a must for learners of English. Some of the participants who believe that it is not necessary for students of English speak a native-like accent explained this view as the following examples:

- *“At a moderate level; to be understood by native and some native speakers. Perfect accent cannot be a goal for NNESts – non-native students of English – as we all know.”* (Informant 4)
- *“They need to speak with an accent that is considered intelligible in the counties where the students are likely to use English.”* (Informant 24)
- *“They don't need to achieve a native-like speaking ability, but it would be better if they could.”* (Informant 33)
- *“Learners should be intelligible to communicate rather than having perfect accents.”* (Informant 42)

Considering the statements of Informants 4 and 42, even though native-like accent is not necessary as it is not the goal for communicative communication, it is still regarded as the perfect accent to speak with. On the other hand, the participants who believed that students of English need to speak a native-like accent explained this view as either by the answer ‘yes’ or indirectly such as in the following two examples:

- *“Well, it depends, but I'm sure that a native-like accent has its own "magic touches" in language learning/teaching.”* (Informant 7)
- *“It is not a must but it can be perceived as a highest goal in the process depending on the aim of language learning.”* (Informant 29)

4.2.3. Perceptions of EFL University Instructors Toward ELF in Terms of Native and Non-Native English Speaker Teachers

The second and third sections of ELF-awareness questionnaire tackle the issue of native and non-native speaking teachers of English. Items 12, 13, 14, 16 – from the second

section of the questionnaire – and items 21 and 22 – from the third section of the questionnaire – aim to explore the perceptions of the participants on native and non-native speaking teachers in terms of accent and role in ELT practice.

The table below shows the responses of participants to the related items of the questionnaire.

Table 4.11: Participants’ Stance on Native and Non-Native English Speaker Teachers in ELT

Native and Non-native English Speaker Teachers	Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	mean	std
12. Native English-speaking teachers (NESTs) should speak English with a British or American accent.	Freq.	5	15	9	17	4	3	1.178
	%	10	30	18	34	8		
13. NNESTs must have a Standard English accent.	Freq.	5	10	7	23	5	3.26	1.192
	%	10	20	14	46	10		
14. Non-native English-speaking teachers (NNESTs) should speak English with a British or American accent.	Freq.	7	15	9	16	3	2.86	1.195
	%	14	30	18	32	6		
16. NNESTs must rely on native-speaker models to communicate successfully in English	Freq.	4	7	7	22	10	3.54	1.199
	%	8	14	14	44	20		
	Freq.	2	9	12	21	6	3.4	1.05

"21. NESTs must have a Standard English accent. "	%	4	18	24	42	12		
"22. NESTs' job is to teach students how to communicate in English. "	Freq.	0	1	4	27	18	4.24	0.687
	%	0	2	8	54	36		

According to the figures in Table 4.11, item 12 revealed that 42% of EFL university instructors (agree 34 % + strongly agree 8 %) believed that NESTs need to have either a British or American accent. On the other hand, a similar percentage of the participants; 40% (disagree 30 % + strongly disagree 10 %) thought that native English-speaking teachers (NESTs) are not supposed to have a British or American accent; and 18% were neutral and did not seem to be sure. When it comes to non-native English-speaking teachers (NNESTs), item 14 shows that 38% of the participants (agree 32 % + strongly agree 6 %) supported the idea that NNESTs need to have a British or American accent; whereas 44% (disagree 30 % + strongly disagree 14 %) expressed their disagreement with the need for NNESTs to have a British or American accent; and 18% were neutral and uncertain about it.

Concerning having a Standard English accent, item 21 reveals that the instructors who believed that native English-speaking teachers (NESTs) must have a Standard English accent accounted for 54% in contrast to 22% for those who did not think so, and 24% who were neutral. On the other hand, the responses of participants to item 13 clarified that 56% of EFL university instructors (agree 46 % + strongly agree 10 %) believed that non-native English-speaking teachers (NNESTs) must have a Standard English accent; while only 30% (disagree 20 % + strongly disagree 10 %) did not think that it is a must for non-native English-speaking teachers (NESTs) to have a Standard English accent, and 14% were uncertain about it.

Item 22 sought to find out the perceptions of the participants on the fundamental role native English-speaking teachers have to fulfil in ELT practice. The weighted mean of the responses of participants to the item (4.24) reflected that almost all of the participants

(90%) believed that NESTs' responsibility lies in teaching learners how to become successful speaker in English. This high mean might suggest that the participants' strong agreement to the statement is based on their direct attribution between NESTs and teaching students how to communicate in English. It is still vague if the same participants would highly agree on the same role if the statement involved NNESTs.

The questionnaire about the participants' perceptions on NESTs and NNESTs also had a complementary part in the form of an open-ended question. The question addressed the participants' perspective on which is more advantageous for students in learning English; Having a (NEST) or a (NNEST) in the classroom and why. 40 of the 50 participants responded to the question. The open-ended responses of these participants were analyzed through content analysis and are presented in Table 4.12.

Table 4.12: Open-Ended Response to Item 29

<i>Which is more advantageous for students in learning English? Having a (NEST) or a (NNEST) in the classroom? Why?</i>	%	f
Having a native English-speaking teacher (NEST)	50	20
Having a non-native English-speaking teacher (NNEST)	10	4
Either is okay (No Difference)	40	16

Table 4.12 shows that 50% of the participants favored native English-speaking teachers (NESTs) as being more advantageous for students in learning English; whereas only 10% thought that having non-native English-speaking teachers (NNESTs) is more advantageous. On the other hand, 40% of EFL university instructors regarded both NESTs and NNESTs as advantageous for students. Some of the participants who believed that having a native English-speaking teacher (NEST) is more advantageous reflected on their perspective by adding an explanation or a reason as in the following examples:

- *“NESTs would be more advantageous as they can provide more info about the etymology and the history of the words which would ease and accelerate the students’ learning processes.”* (Informant 15)
- *“NEST. The biggest advantage of a NESTs is that they are so motivating for learners.”* (Informant 19)
- *“NEST; cause you can learn better from a native speaker of English.”* (Informant 23)
- *“As I think NESTs can set as a more accurate model of the original target language culture, they function better in the classroom.”* (Informant 33)

In contrast, two examples of the participants’ responses which favored non-native English-speaking teachers (NESTs) as more advantageous for students in learning English were as follows:

- *“NNEST. There would be more diverse learning environment this way.”* (Informant 1)
- *“NNEST. NESTs are lacking cultural features of NNES.”* (Informant 26)

On the other hand, examples of the participants who mentioned that both NESTs and NNESTs are advantageous for students in learning English were as follows:

- *“Both of them can play a powerful role in improving one’s English, but some research studies have emphasised that grammar in particular can best be taught by non-native speakers of English.”* (Informant 7)
- *“NEST for speaking lessons NNEST for grammar lessons.”* (Informant 14)
- *“We can’t claim one’s superiority over the other given that both groups can speak English well enough to communicate.”* (Informant 42)
- *“It depends on the student’s purpose of learning. If he is travelling, NEST will be better. If he is not, NNEST are fine.”* (Informant 45)

4.2.4. Perceptions of EFL University Instructors Toward ELF in Terms of Lexico Grammatical Features of English

Item 8 – from the second section of the questionnaire – and item 19 – from the third section of the questionnaire – aim at exploring the perceptions of the participants toward the ultimate goal for learners in learning English, and whether accurate grammar is crucial when communication involves native and non-native speakers of English.

The table below shows the responses of participants to the involved items of the questionnaire.

Table 4.13: Participants’ Stance on ELF in Terms of Lexico-Grammatical Features of English

Lexico-Grammatical Features of English	Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	mean	std
8. In learning English, the ultimate goal should be reaching native-like proficiency.	Freq.	8	20	5	13	4	2.7	1.249
	%	16	40	10	26	8		
19. Accurate grammar is essential for successful communication among native and non-native speakers of English.	Freq.	2	10	6	26	6	3.48	1.074
	%	4	20	12	52	12		

As seen in the table, the weighted mean of item 8 is (2.7) which reflects that the participants were neutral and uncertain about whether the ultimate goal in learning English should be reaching native-like proficiency or not. On the other hand, 64% of the participants believed that in interactions involving native and non-native speakers of

English, accurate grammar is crucial to communicate efficiently; whereas only 24% did not agree about this relation between accurate grammar and successful communication.

The participants' perceptions on the importance of the lexico-grammatical features of English and the use of communication strategies in English interactions were also included in the aspects to consider in the last two sections of the questionnaire. The fourth and fifth sections of the questionnaire addressed native and non-native interactions, and non-native and non-native interactions as shown respectfully in tables 4.14 and 4.15.

Table 4.14: Participants' Perceptions on the Importance of Aspects Related to Lexico-Grammar and Communication in Native and Non-Native Interactions

Aspects of native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	std
Gesture/facial expressions	Freq.	0	2	3	21	24	4.67	0.772
	%	0	4	6	42	48		
Vocabulary	Freq.	0	0	1	15	34	4.83	0.519
	%	0	0	2	30	68		
Knowledge of grammar	Freq.	0	4	12	21	13	4.43	0.904
	%	0	8	24	42	26		
Use of communication strategies (e.g. repetition, rephrasing, codeswitching, etc.)	Freq.	1	0	5	20	24	4.66	0.819
	%	2	0	10	40	48		

Table 4.14 shows the position of the participants on the importance of four aspects in English interactions between native and non-native speakers. The weighted mean of the first item (4.67) and the last item (4.66) revealed that EFL university instructors were highly aware of the importance of gestures or facial expressions and the use of different communication strategies such as repetition, rephrasing, and codeswitching to achieve successful communication in English interactions between native and non-native speakers. Furthermore, according to item 2 in the table, 98 % of the participants believed in the high importance of learning vocabulary—(68% very important + 30% important)—for successful communication in English interactions between native and non-native speakers. In contrast, the weighted mean of item 3 in the table (4.43) revealed that the participants regarded the knowledge of grammar as very important to achieve successful communication in English interactions between native and non-native speakers.

Table 4.15: Participants’ Perceptions on the Importance of Aspects Related to Lexico-Grammar and Communication in Non-Native and Non-Native Interactions

Aspects of non-native and non-native interactions	Measure	Not Important	Slightly Important	Moderately Important	Important	Very Important	mean	std
Gesture/facial expressions	Freq.	0	3	2	19	26	4.68	0.827
	%	0	6	4	38	52		
Vocabulary	Freq.	0	1	1	20	28	4.75	0.647
	%	0	2	2	40	56		
Knowledge of grammar	Freq.	1	4	12	23	10	4.37	0.944
	%	2	8	24	46	20		
Use of communication strategies (e.g. repetition,	Freq.	0	1	5	19	25	4.68	0.749

rephrasing, codeswitching, etc.)	%	0	2	10	38	50		
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Table 4.15 shows the position of the participants on the importance of four aspects in English interactions between non-native and non-native speakers. Considering the first item, 90% of EFL university instructors believe that gestures or facial expressions play an important role in English interactions between non-native and non-native speakers. Similarly, the weighted mean of the fourth item (4.68) – (50% very important + 38% important + 10% moderately important) – showed that EFL university instructors believed in the importance of using different communication strategies such as repetition, rephrasing, and codeswitching to achieve successful communication in English interactions between non-native and non-native speakers. Furthermore, according to the weighted means of the second item (4.75) most of the participants placed a high degree of importance on learning vocabulary – (56% very important + 40% important) for successful communication in English interactions between non-native and non-native speakers. On the other hand, most respondents stressed the knowledge of grammar for successful communication in English interactions between non-native and non-native speakers.

The questionnaire about the participants' perceptions on the ultimate goal of a learner in learning English also had a complementary part in the form of an open-ended question. 37 of the 50 participants responded to the question. Analyzing the open-ended responses through content analysis revealed that they were centered on developing communicative competence or achieving native-like proficiency as presented in Table 4.16.

Table 4.16: Open-ended response to item 28

<i>What should be the ultimate goal of a learner in learning English?</i>	%	f
Developing their Communicative Competence	81	30
Achieving Native-like Proficiency	19	7

The findings in table 4.16 showed that the majority of the participants (81%) believe that developing communicative competence is the ultimate goal of a learner in learning English. To illustrate, the responses in favor of communicative competence revolved around ideas such as being able to convey the message, to understand and being understood, to communicate effectively, or to be intelligible. On the other hand, only (19%) thought that achieving native-like proficiency should be the ultimate goal for English language learners, by stressing native-like issues in terms of grammar, vocabulary, and pronunciation.

4.2.5. Perceptions of EFL University Instructors Toward ELF in Terms of Materials in ELT Practice

Item 11 was taken separately from the second section of the questionnaire –which is about language awareness– as it is the only item intended to investigate the perceptions of the participants toward ELT materials from an ELF perspective.

The table below shows the responses of participants to the related item of the questionnaire.

Table 4.17: Participants’ Stance on ELF in Terms of Materials

Materials	Measure	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	std
5. ELT materials should include cultural elements from Britain and/or the USA.	Freq.	1	6	4	19	20	4.02	1.039
	%	2	12	8	38	40		
6. ELT materials should include cultural elements from countries	Freq.	1	3	8	28	10	3.86	0.881

around the nonnative English speaking world.	%	2	6	16	56	20		
11. Materials should include written or spoken texts only produced by native speakers of English.	Freq.	6	15	1	15	13	3.28	1.443
	%	12	30	2	30	26		

Items 5 and 6 show that the participants believe in the inclusion of cultural aspects from Britain and/or the USA and that from nations across the non-native English speaking countries on an equal footing. The majority of EFL university instructors (38% agree + 40% strongly agree) believe that cultural aspects from Britain and the United States should be incorporated in ELT materials. Likewise, most of the instructors agreed (56%) or strongly agreed (20%) that ELT materials should contain cultural elements from nonnative English speaking countries. It is important to note that the percentage of teachers who supported the inclusion of the culture of non-native speaking countries is not as much as those who supported the inclusion of culture from native speaking countries.

When it comes to the varieties to include in ELT materials, item 11 showed that the weighted mean of the participants' responses is neutral (3.28), that is, EFL university instructors were divided about the inclusion of non-native varieties in ELT materials. It is worth referring to the higher percentage of instructors (56%) who believed that content in ELT materials should be generated only by English native speakers, whereas 42% did not agree with excluding non-native speakers of English from contributing to ELT materials. Accordingly, a relatively more participants seemed to be in favor of native speakers' norms when it comes to ELT materials.

Considering gaining more insight into the participants' perceptions on ELT materials from ELF perspective, a complementary part in the form of an open-ended question was implemented where the participants were asked about their perception toward including ELF content in ELT materials. 31 of the 50 participants responded to the question. The

open-ended responses of these participants were analyzed through content analysis and are presented in Table 4.18.

Table 4.18: Open-Ended Response to Item 30

<i>Do you think it is important for coursebooks to integrate English as a Lingua Franca (ELF)? Why/ Why not?</i>	%	f
Yes, it is.	93.5	29
No, it isn't.	0	0
It depends.	6.5	2

The findings in table 4.18 showed that almost all of the participants (93%) believed that integrating English as a lingua franca in ELT coursebooks is important. On the other hand, none of the participants responding to the open-ended question regarded that it is not important to include ELF-oriented content in ELT course books, and only (6.5%) thought that this could depend on other factors such as the need of the students and the aim of the coursebook itself. Some of the participants supported their views by further illustration as in the following examples:

- *“I think integrating ELF into English language coursebooks would be advantageous, as the world has become "global" where fostering international awareness, linguistic variations of different cultures/intercultures is vital in language learning/teaching. Likewise, it is implausible to ask our learners to adopt British/American English in their language learning; ELF must have its place in coursebooks.”* (Informant 7)
- *“Yes, it is important. Because, when coursebooks has cultural elements in them, students can have a better understanding about people they communicate and also they can make comparison between the cultures. Moreover, it may be enjoyable.”* (Informant 22)

- “Surely, it is needed because the number of NNESTs is overweighting compared to NESTS. Students should be more exposed to NNESTs’ cultures, accents and knowledgeable about essential pragmatics.” (Informant 42)

Some of the participants’ responses in the aforementioned examples were in favor of integrating ELF in ELT coursebooks as they took into consideration the importance of including different cultures and linguistic varieties other than native English ones. Other responses focused on the status of English as a global language and the fact that NNESTs and non-native speakers of English have outnumbered NESTS and native speakers of English as expressed in the examples below:

- “yes, English is an international lang. we know that the number of non-native speakers of English is higher than the native speakers so ELF should be integrated into coursebooks.” (Informant 2)
- “Yes. Students' knowing that English is not just to communicate with natives will lower their anxiety.” (Informant 32)

4.3. The Impact of Teaching Experience on the Perceptions of EFL University Instructors in ELT Practice

This section presents the findings of looking into EFL university instructors’ perceptions based on their years of teaching experiences, as in the second research question below:

Does teaching experience affect EFL university instructors’ perceptions on ELF implementation in the classroom settings?

The participants were designated as novice and experienced in the sense that they were categorized into two groups: less experienced (1–5) and experienced (10+). Inferential statistics were utilized to find out whether significant differences existed between the perceptions of the two groups in question toward the different aspects of ELF-oriented pedagogy. The quantitatively collected data were analyzed by making use of independent samples t-tests on the participants’ responses to each sub-section of the second part of the survey which taps into ELF awareness of EFL university instructors from various aspects.

Since statistical tests such as independent samples t-test require some pre-requisites, the assumptions of normality and homogeneity of the variances were tested. First, to check whether the data utilized in the study either fit the normal distribution or have a distribution that is near to the normal one, Shapiro-Wilk tests of normality was applied on EFL university instructors' attitudes toward the five sub-sections of the second part of the survey (Mayers, 2013). Second, the value of the Levene's test was assessed in order to verify the independent samples t-test' premise of homogeneity of the variances.

4.3.1. Cultural Awareness in ELT

Table 4.19 below includes statistic values for each group in order to find out whether there is any distinction in terms of the cultural awareness of the participants from ELF perspective. Specifically, the table includes the number of cases (N), the mean of the experience score, the standard deviation, and the estimated standard error of the mean (the standard deviation divided by N).

Table 4.19: Group Statistics for Cultural Elements

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean
1-5	13	3.8462	.40518	.11238
10+	37	3.6306	.37911	.06233

The table above shows that the mean of the less experienced instructors (1–5 years of experience) **3.846** is higher than the mean of the experienced instructors (10 + years of experience) **3.630**. However, before carrying out the t-test, a Shapiro-Wilk test of normality on the EFL university instructors' perceptions on cultural elements was performed to check the assumption of normality.

Table 4.20: Test of Normality on Cultural Elements

	Shapiro-Wilk		
	Statistic	df	Sig.
Cultural Elements	.965	50	.149

In table 4.20, Shapiro-Wilk test shows that the data is normally distributed ($W = 0.965$, $p\text{-value} = 0.149$). Accordingly, independent samples t-test was applied to identify whether there is any distinction in terms of the cultural awareness of the participants from ELF perspective with respect to the two groups of experienced and less experienced instructors.

In addition, the assumption of homogeneity of the variances was assessed by analyzing the significance of the Levene's test.

Table 4.21: Independent Samples Test for Cultural Elements

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.576	.452	1.733	48	.090	.21552	.12439	.03457	.46562
Equal variances not assumed			1.677	19.890	.109	.21552	.12850	.05263	.48367

The results of Levene's Test reveal that the value of **F** is **.576** and the significance probability of the **F** value (i.e., **Sig.** = **.452**) is more than **.05** (i.e., **Sig.** > **.05**) which indicates that the variances for the two groups of experience and less experienced instructors are equal (Knapp, 2018, p. 86). Nevertheless, due to the unequal number of participants in the two groups, Welch's t-test has been utilized in order to examine whether the difference between the mean of experienced and less experienced instructors in terms of their attitude toward cultural elements is statistically significant for the analysis. In Welch's t-test, the equal variances not assumed row should be used regardless of whether homogeneity of variance is violated or not (Cohen et al., 2018, p. 781).

As table 4.21 shows, the results of the t-test run on the mean scores of the experienced and less experienced groups indicate that there is no significant difference in the perception between the experienced and the less experienced instructors, $t(19.89) = 1.677$, $p: .109$; that is, the average perception score of less experienced instructors ($M = 3.84$) was not significantly different from that of experienced instructors ($M = 3.63$).

4.3.2. Language Awareness in ELT

Table 4.22 includes statistic values for the two groups of experienced and less experienced instructors in order to examine whether the amount of teaching experience affects the participants' awareness with regard to native varieties and native speakers from ELF perspective.

Table 4.22: Group Statistics for Positioning Native Varieties and Native Speakers

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean
1-5	13	2.363	1.058	.293
10+	37	3.341	.754	.124

The table above shows that the mean of the less experienced instructors ($M=2.363$) is lower than that of the experience instructors ($M=3.341$). However, before carrying out the t-test, a Shapiro-Wilk test of normality on the data of language awareness was performed to check the assumption of normality.

Table 4.23: Test of Normality on Language Awareness

	Shapiro-Wilk		
	Statistic	df	Sig.
Positioning Native Varieties and Native Speakers	.971	50	.264

In table 4.23, Shapiro-Wilk test shows that the data is normally distributed ($W = 0.971$, $p\text{-value} = 0.264$). Accordingly, independent samples t-test was applied to identify whether the perceptions of EFL university instructors toward native varieties and native speakers from ELF perspective differed significantly based on their amount of teaching experience.

In addition, the assumption of homogeneity of the variances was assessed by analyzing the significance of the Levene's test.

Table 4.24: Independent Samples Test for Positioning Native Varieties and Native Speakers

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2-tailed)	Mean Diff.	Std. Error Diff.	95% Confidence Interval of the Difference

								Lower	Upper
Equal variances assumed	1.718	.196	-3.607	48	.001	.977	.271	1.523	.432
Equal variances not assumed			-3.067	16.487	.007	.977	.318	1.652	.303

Levene's test results show that the equality of variance is assumed for both groups ($F = 1.718, p = .196$). However, due to the unequal number of participants in the two groups, the second row is to be considered even though Levene's test shows equal variance according to Welch's t-test model. A T-test was run on the mean scores of the experienced and less experienced groups to examine whether the difference between the mean of experienced and less experienced instructors in terms of their attitudes toward native varieties and native speakers is statistically significant for the analysis.

As table 4.24 shows, the results show that there are significant differences between the mean scores of two groups $t(16.48) = -3.067, p: 0.007$. In other words, the average perception score of less experienced instructors ($M = 2.36$) was significantly different from that of experienced instructors ($M = 3.34$) in the sense that less experienced teachers are more ELF-aware in relation to native varieties and native speakers compared with the experienced teachers as the differences are statistically significant. To that end, the results of the analyses relevant to language awareness of EFL university instructors are listed hereafter.

Table 4.25: Participants' Perceptions on Language from ELF Perspective According to their Years of Teaching

	1-5		+ 10	
	Mean	Result	Mean	Result
"7. It is more important for students to be able to communicate with native speakers of English than non-native speakers of English. "	2.08	Disagree	3.35	Neutral

"8. In learning English, the ultimate goal should be reaching native-like proficiency. "	2.00	Disagree	2.95	Neutral
"9. English has many varieties, but to be practical we should only teach American or British English. "	2.23	Disagree	3.49	Agree
"10. Students should be able to speak English with a native-like accent. "	2.31	Disagree	2.73	Neutral
"11. Materials should include written or spoken texts only produced by native speakers of English. "	2.46	Disagree	3.57	Agree
"12. Native English-speaking teachers (NESTs) should speak English with a British or American accent. "	2.23	Disagree	3.27	Neutral
"13. NESTs must have a Standard English accent. "	2.77	Neutral	3.43	Agree
"14. Non-native English-speaking teachers (NNESTs) should speak English with a British or American accent. "	2.15	Disagree	3.11	Neutral
"15. NNESTs must have a Standard English accent. "	3.00	Neutral	3.49	Agree
"16. NNESTs must rely on native-speaker models to communicate successfully in English "	2.54	Disagree	3.89	Agree

The above table illustrates the perceptions of EFL university instructors on different aspects of ELF-oriented pedagogy as novice instructors showed more language awareness compared to experienced instructors. Items 9 and 10 clarify the fact that novice instructors tend to be more positive toward positioning native and non-native varieties from an ELF perspective. The weighted means of item 9 for novice and experienced instructors (2.23 and 3.49 respectively) revealed that novice EFL university instructors disagreed with the statement that as English has many varieties, teachers should teach

British or American English in order to be practical concerning the variety to which students be exposed. In contrast, experienced instructors believed that American or British English should be taught. In a similar vein, item 10 revealed that the novice instructors did not support the necessity of students to be capable of speaking English with a native-like accent; whereas experienced ones were indecisive about it. As for the perceptions of the participants on positioning native and non-native speakers, item 7 shows that novice EFL university instructors disagreed with the idea that it is more significant for learners to be capable of communicating with native English speakers than with non-native English speakers; whereas experienced instructors were neutral and uncertain about it.

Since this part of the questionnaire intended to examine the participants' language awareness from ELF perspective, the perception of EFL university instructors on the goals of language learning was included. As seen in the table, the weighted mean of item 8 for experienced instructors is (2.95) which reflects they were neutral and uncertain about whether the ultimate goal in learning English should be reaching native-like proficiency or not; whereas novice instructors did not agree with the statement. Furthermore, the language awareness section of the questionnaire tackled the participants' ELF awareness for positioning native varieties and native speakers with regard to native and non-native speaking teachers of English. Item 12 about native English-speaking teachers and item 14 about non-native English-speaking teachers revealed that novice EFL university instructors expressed their disagreement with the idea that NESTs or NNESTs should have a British or American English accent; whereas experienced instructors remained neutral. Concerning whether NESTs or NNESTs must have a Standard English accent, the weighted means of items 13 and 15 (3.43 and 3.49 respectively) suggested that experienced instructors agreed with the statement unlike novice instructors who were neutral about it.

The weighted mean of item 16 (3.89) revealed that experienced instructors agreed with the idea that NNESTs must draw upon native-speaker norms and models for successful communication in English. In a similar vein, item 11 clarified that experienced instructors supported the idea that content in ELT materials should be generated only by English

native speakers. In contrast, the responses of novice instructors to items 11 and 16 show that they neither agreed with the idea that materials should contain texts only generated by native speakers of English, nor with associating native-speaker models to successful communication in English.

4.3.3. Instructional Awareness in ELT

Table 4.26 presents group statistics in order to find out whether there is statistically significant difference between the two groups of experienced and less experienced instructors in terms of their perceptions toward communication goals from ELF perspective.

Table 4.26: Group Statistics for Communication Goals

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean
1-5	13	3.956	.341	.094
10+	37	4.061	.369	.060

The table above shows that the mean of the less experienced instructors ($M=3.956$) is lower than that of the experience instructors ($M=4.061$). However, before carrying out the t-test, a Shapiro-Wilk test of normality on the data of instructional awareness was performed to check the assumption of normality.

Table 4.27: Test of Normality on Instructional Awareness

	Shapiro-Wilk		
	Statistic	df	Sig.
Communication Goals	.951	50	.037

In table 4.27, Shapiro-Wilk test shows that the distribution of the participants' perceptions toward communication goals from ELF perspective departed significantly from normality ($W = 0.951$, $p\text{-value} = 0.037$). Since the assumption of normality was not met, the nonparametric Mann-Whitney U test was applied to determine whether the attitudes of EFL university instructors toward communication goals from ELF perspective differed significantly based on their amount of teaching experience (Field, 2000, p. 1).

Table 4.28: Mann-Whitney's Ranked Positions of Scores in the Two Groups

	Years of Experience	N	Mean Rank	Sum of Ranks
Communication Goals	1-5	13	21.88	284.50
	10+	37	26.77	990.50
	Total	50		

The table above shows that the mean rank of the less experienced instructors ($M=21.88$) is lower than that of the experience instructors ($M=26.77$).

Table 4.29: Mann-Whitney's Test Statistics for Communication Goals

	Communication Goals
Mann-Whitney U	193.500
Wilcoxon W	284.500
Z	-1.049-
Asymp. Sig. (2-tailed)	.294

For the data in table 4.29, the Mann-Whitney U test shows that there is no significant differences ($U = 193.5$, $p = 0.294$) between the experienced and less experienced groups with respect to their perceptions on communication goals in ELT practice. In other words, the average perception score of less experienced instructors ($M = 3.95$) was not significantly different from that of experienced instructors ($M = 4.06$).

4.3.4. Non-native Speaker and Native Speaker Interactions

Table 4.30 presents statistic values in order to find out whether there is statistically significant difference between the two groups of experienced and less experienced instructors in terms of their attitudes toward native and non-native interactions.

Table 4.30: Group Statistics for Attitudes toward Native and Non-Native Interactions

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean
1-5	13	8.820	.378	.104
10+	37	8.900	.547	.090

The table above shows that the mean of the less experienced instructors ($M=8.82$) is lower than that of the experience instructors ($M=8.90$). However, before carrying out the t-test, a Shapiro-Wilk test of normality on the data of native and non-native interactions was performed to check the assumption of normality.

Table 4.31: Test of Normality on Attitudes toward Native and Non-Native Interactions

	Shapiro-Wilk		
	Statistic	df	Sig.
Aspects of native and non-native interactions	.969	50	.220

In table 4.31, Shapiro-Wilk test shows that the data is normally distributed ($W = 0.969$, $p\text{-value} = 0.220$). Accordingly, independent samples t-test was applied to identify whether the perceptions of EFL university instructors toward native and non-native

interactions from ELF perspective differed significantly based on their amount of teaching experience. In addition, the assumption of homogeneity of the variances was assessed by analyzing the significance of the Levene's test.

Table 4.32: Independent Samples Test for Attitudes toward Native and Non-Native Interactions

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.806	.374	-.488	48	.628	-.080	.164	.411	.250
Equal variances not assumed			-.581	30.663	.565	-.080	.138	.362	.201

Levene's test results show that the equality of variance is assumed for both groups ($F = .806, p = .374$). However, due to the unequal number of participants in the two groups, the second row is to be considered even though Levene's test shows equal variance according to Welch's t-test model. Therefore, a T-test was run on the mean scores of the experienced and less experienced groups to find out whether the difference between the mean of experienced and less experienced instructors in terms of their attitude toward native and non-native interactions is statistically significant for the analysis.

As table 4.32 shows, the results show that there are no significant differences between the mean scores of two groups $t(30.66) = -0.581, p: 0.565$. In other words, the average

perception score of less experienced instructors ($M = 8.82$) was not significantly different from that of experienced instructors ($M = 8.90$).

4.3.5. Non-Native Speaker and Non-Native Speaker Interactions

Table 4.33 below presents statistic values of the two groups to find out whether there is any distinction in terms of the participants' attitudes toward non-native and non-native interactions.

Table 4.33: Group Statistics for Attitudes toward Non-Native and Non-Native Interactions

Years of Experience	N	Mean	Std. Deviation	Std. Error Mean
1-5	13	8.726	.619	.171
10+	37	8.909	.571	.093

The table above shows that the mean of the less experienced instructors ($M=8.726$) is lower than that of the experience instructors ($M=8.90$). However, before carrying out the t-test, a Shapiro-Wilk test of normality on the data of native and non-native interactions was performed to check the assumption of normality.

Table 4.34: Test of Normality on Attitudes toward Non-Native and Non-Native Interactions

	Shapiro-Wilk		
	Statistic	df	Sig.
Aspects of non-native and non-native interactions	.958	50	.073

In table 4.34, Shapiro-Wilk test shows that the data is normally distributed ($W = 0.958$, $p\text{-value} = 0.073$). Accordingly, independent samples t-test was applied to identify whether the perceptions of EFL university instructors toward native and non-native interactions from ELF perspective differed significantly based on their amount of teaching experience. In addition, the assumption of homogeneity of the variances was assessed by analyzing the significance of the Levene's test.

Table 4.35: Independent Samples Test for Attitudes toward Non-Native and Non-Native Interactions

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.495	.485	-.975	48	.335	-.183	.188	-.561	.195
Equal variances not assumed			-.936	19.65	.360	-.183	.195	-.592	.225

Levene's test results show that the equality of variance is assumed for both groups ($F = .495$, $p = .485$). However, due to the unequal number of participants in the two groups, the second row is to be considered even though Levene's test shows equal variance according to Welch's t-test model. Therefore, a T-test was run on the mean scores of the experienced and less experienced groups to examine whether the difference between the mean of experienced and less experienced instructors in terms of their attitude toward non-native and non-native interactions is statistically significant for the analysis. As table 4.35 shows, the results show that there were no significant differences between the mean

scores of two groups $t(19.65) = -0.936$, $p: 0.360$. In other words, the average perception score of less experienced instructors ($M = 8.72$) was not significantly different from that of experienced instructors ($M = 8.90$).

4.4. The Impact of Background Degrees on the Perceptions of EFL University Instructors in ELT Practice

This section presents the results to reveal whether significant differences existed among the perceptions of EFL university instructors when different background degrees were taken into consideration, as in the third research question below:

Do different background degrees of EFL university instructors affect their perceptions on ELF implementation in the classroom settings?

In order to investigate whether having a different background bachelor degree affects the instructors' perceptions on ELF implementation in the classroom settings, the participants were categorized into three groups with respect to their professional qualifications: ELT, English Language and Literature, and Linguistics. One-way Analysis of Variance (ANOVA) was utilized to verify whether a statistically considerable difference exists in the means of the three groups concerning the different aspects of ELF-oriented pedagogy in the five sub-sections of the second part of the questionnaire.

Since statistical tests such as ANOVA require some pre-requisites, the assumptions of normality and homogeneity of the variances were tested. First, to check whether the data utilized in the study either fit the normal distribution or have a distribution that is near to the normal one, Shapiro-Wilk tests of normality was applied on EFL university instructors' attitudes toward the five sub-sections of the second part of the survey (Mayers, 2013). Second, the homogeneity of the variances premise connected to One-Way ANOVA was verified by analyzing the value of Levene's test.

4.4.1. Cultural Awareness in ELT

Before carrying out the analyses, a Shapiro-Wilk test of normality on the EFL university instructors' perceptions on cultural elements was performed and the results showed that the data is normally distributed ($W = 0.965$, $p\text{-value} = 0.149$) (see table 4.20). In addition, the homogeneity of the variances premise connected to One-Way ANOVA was verified by analyzing the value of Levene's test.

Table 4.36: Test of Homogeneity of Variances for Cultural Elements

Levene Statistic	df1	df2	Sig.
.031	2	47	.970

According to the above table, the significance probability of the **F** value (i.e., **Sig.** = **.970**) is bigger than **.05** (i.e., **Sig.** > **.05**) which indicates that there is no violation in the assumption in the sense that the three comparison groups have the same variance, i.e. variances are equal.

Table 4.37: ANOVA for Cultural Elements

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.557	2	.278	1.860	.167
Within Groups	7.034	47	.150		
Total	7.591	49			

ANOVA run on the mean scores of study groups revealed no statistical differences in perceptions on cultural elements among the three groups $F(2, 47) = 1.860$, $p=0.167$.

Therefore, when it comes to implementing cultural elements of ELF, different background degrees do not affect the perception of EFL university instructors.

4.4.2. Language Awareness in ELT

Before carrying out the analyses, a Shapiro-Wilk test of normality on the data of language awareness was performed and the results showed that the data concerning EFL university instructors' on native varieties and native speakers is normally distributed ($W = 0.971$, p -value = 0.264) (see table 4.23). In addition, the homogeneity of the variances premise connected to One-Way Analysis of Variance (ANOVA) was verified by analyzing the value of Levene's test.

Table 4.38: Test of Homogeneity of Variances for Positioning Native Varieties and Native Speakers

Levene Statistic	df1	df2	Sig.
.520	2	47	.598

According to the above table, the significance probability of the F value (i.e., **Sig. = .598**) is bigger than **.05** (i.e., **Sig. > .05**) which indicates that there is no violation in the assumption in the sense that the three comparison groups have the same variance, i.e. variances are equal.

Table 4.39: ANOVA for Positioning Native Varieties and Native Speakers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.880	2	1.940	2.322	.109
Within Groups	39.260	47	.835		
Total	43.140	49			

ANOVA run on the mean scores of study groups revealed no statistical differences in EFL university instructors' perceptions on native varieties and native speakers cultural elements among the three groups $F(2, 47) = 2.322, p=0.109$. Hence, it can be concluded that different background degrees have no effect on the perception of EFL university instructors when it comes to native varieties and native speakers.

4.4.3. Instructional Awareness in ELT

Before carrying out the analyses, a Shapiro-Wilk test of normality on the data of instructional awareness was performed and the results showed that the distribution of the participants' perceptions toward communication goals from ELF perspective departed significantly from normality ($W = 0.951, p\text{-value} = 0.037$) (see table 4.27). Based on this outcome, the nonparametric Independent-Samples Kruskal-Wallis test was applied to determine whether the attitudes of EFL university instructors toward communication goals from ELF perspective differed significantly based on different background degrees (Cohen et al., 2018, p. 792).

Table 4.40: Independent-Samples Kruskal-Wallis Test for Communication Goals

Independent-Samples Kruskal-Wallis Test Summary	
Total N	50
Test Statistic	1.101
Degree Of Freedom	1
Asymptotic Sig.(2-sided test)	.294

A Kruskal-Wallis H test showed that there was no statistically significant difference in the attitudes of EFL university instructors toward communication goals between the three different background degree groups of ELT, English Language and Literature, and Linguistics, $H(1) = 1.101, p = 0.294$. In other words, different background degrees have no effect on the instructors' perceptions regarding communication goals from ELF perspective.

4.4.4. Non-Native Speaker and Native Speaker Interactions

Before carrying out the analyses, a Shapiro-Wilk test of normality on the data of non-native and native interactions was performed and the results showed that the data is normally distributed ($W = 0.969$, $p\text{-value} = 0.220$) (see table 4.31). In addition, the homogeneity of the variances premise connected to One-Way Analysis of Variance (ANOVA) was verified by analyzing the value of Levene's test.

Table 4.41: Test of Homogeneity of Variances for Attitudes toward Native and Non-Native Interactions

Levene Statistic	df1	df2	Sig.
2.165	2	47	.126

According to the above table, the significance probability of the **F** value (i.e., **Sig.** = **.126**) is bigger than **.05** (i.e., **Sig.** > **.05**) which indicates that there is no violation in the assumption in the sense that the three comparison groups have the same variance, i.e. variances are equal.

Table 4.42: ANOVA for Attitudes toward Native and Non-Native Interactions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.030	2	.015	.056	.945
Within Groups	12.559	47	.267		
Total	12.589	49			

ANOVA run on the mean scores of study groups revealed no statistical differences among the three groups in perceptions toward aspects of non-native and native interactions with respect to ELF on cultural elements $F(2, 47) = 0.056$, $p=0.945$. In other words, different

background degrees have no effect on the instructors' perceptions regarding the importance of different aspects in non-native and native interactions.

4.4.5. Non-Native Speaker and Non-native Speaker Interactions

Before carrying out the analyses, a Shapiro-Wilk test of normality on the data of non-native and non-native interactions was performed and the results showed that the data is normally distributed ($W = 0.958$, $p\text{-value} = 0.073$) (see table 4.34). In addition, the homogeneity of the variances premise connected to One-Way Analysis of Variance (ANOVA) was verified by analyzing the value of Levene's test.

Table 4.43: Test of Homogeneity of Variances for Attitudes toward Non-Native and Non-Native Interactions

Levene Statistic	df1	df2	Sig.
1.158	2	47	.323

According to the above table, the significance probability of the F value (i.e., **Sig. = .323**) is bigger than **.05** (i.e., **Sig. > .05**) which indicates that there is no violation in the assumption in the sense that the three comparison groups have the same variance, i.e. variances are equal.

Table 4.44: ANOVA for Attitudes toward Non-Native and Non-Native Interactions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.222	2	.111	.317	.730
Within Groups	16.458	47	.350		
Total	16.680	49			

ANOVA run on the mean scores of study groups revealed no statistical differences among the three groups in perceptions toward aspects of non-native and non-native interactions with respect to ELF; $F(2, 47) = 0.317, p=0.730$. In other words, different background degrees have no effect on the instructors' perceptions regarding the importance of different aspects in non-native and non-native interactions.

4.5. Conclusion

This chapter presented and analyzed the findings of the quantitative and qualitative data as they are gathered from the five sections of the questionnaire and from the six open-ended responses respectively. For the first research question, statistical findings concerned the perceptions of EFL university instructors on different aspects of ELF-oriented pedagogy including the cultural diffusion of English, native and non-native varieties of English, native and non-native speakers of English, native and non-native English speaker teachers, lexico-grammatical features of English, and materials in ELT practice. The results demonstrated the inconsistency in the participants' own beliefs and attitudes toward the aforementioned aspects of ELF-oriented pedagogy. Regarding the second research question, the distribution of the quantitatively collected data were analyzed with by making use of independent samples t-tests on the participants' responses. The findings reflected significant differences in the perceptions of the experienced and the less experienced instructors. The data related to the third research question were examined using the ANOVA test and the findings indicated no significant differences in the participants' perceptions with respect to having different background degrees. The discussion of the findings along with the comparison to the earlier findings in the literature will be provided in the next chapter.

CHAPTER V

FINDINGS AND DISCUSSION

5.1. Introduction

In this chapter, the relevant findings gained from the survey are discussed in accordance with the research questions as well as with reference to the literature germane to the subject matter. The discussion of the findings pertaining to the first research question and with references to related literature include both the quantitative and qualitative data on the perceptions of EFL University Instructors on different aspects of ELF-oriented pedagogy. For the second and third research questions, this chapter discusses the interconnectedness of teaching experience, professional background degrees, and the perceptions on different aspects of ELF-oriented pedagogy.

5.2. Discussion of the Findings in Relation Perceptions of EFL University Instructors toward Aspects of ELF-Oriented Pedagogy

5.2.1. Culture

The participants' overall perception toward the cultural diffusion in English language teaching, as clearly seen in table 4.2, suggested that there is a marked tendency among EFL university instructors to appreciate the significance of culture in English language teaching. The findings with respect to culture in ELT practice can be addressed in terms of attitudes toward international cultures and target language cultures. Considering the participants' perception toward international cultures, their responses to the importance of student learning about other cultures in order to communicate successfully in English reflect their cultural awareness from an ELF perspective. Similarly, results from tables 4.3 and 4.4 show that more than half of the participants believe that knowing about the non-native speaker culture—whether in native and non-native or in non-native and non-

native interactions— is important or very important. This result is in parallel with the results of earlier studies in the literature. In the study conducted by Incecay and Akyel (2014), there was a common agreement among the participants “that ELF helps language learners understand the cultural variation which in turn helps learners gain interpersonal skills” (p. 6). Likewise, Sarandi (2020: 69) concluded that teachers’ attitudes were ELF-informed in respect of teaching multicultural awareness. In this respect, it can be concluded that this well-informed attitudes refers to the participants’ cognizance of the students’ need to use English in further linguistic and cultural settings than the native speaking countries in which English functions as a foreign language.

On the other hand, the participants’ perception toward target language cultures, with reference to Table 4.2, displays that the participants emphasized the role of the cultures of native speakers of English in achieving successful communication in English. In other words, EFL university instructors still make a strong connection between the native norms of English speakers in terms of culture and students’ ability to communicate successfully in English. Similarly, the findings of former studies displayed that a majority of the participants made a similar connection as they believed that learners should be aware of the target language culture in order to learn the language well (Gardner, 1985, p. 220; Horwitz, 1999, p. 575; Incecay & Akyel, 2014, p. 5-6). Along the same line, most of the participants highlighted the importance of including cultural elements from native English speaking countries such Britain and/or the USA. Similarly, as revealed in tables 4.3 and 4.4, considering the position of the participants on being familiar with the culture of native speakers, most participants regard the native culture as important or very important regardless of the involvement of native speakers in the English interactions. 64% of EFL university instructors stressed the importance of knowing about the native speaker culture even when English interactions are taking place between non-native and non-native speakers.

Furthermore, the percentages of instructors stressing the importance of knowing about the non-native speaker culture are relatively close whether English interactions take place between native and non-native English speakers (48%) or between non-native and non-native English speakers (56%). Accordingly, it can be said that the participants do not

make a clear distinction between ELF interactions of native and non-native speakers or non-native and non-native speakers of English.

A similar picture was brought to the fore from the qualitative data. The responses to the open-ended question about which culture(s) students of English should be introduced to when learning the language were parallel to questionnaire findings. Less than half of the participants believed that learning and teaching culture in ELT settings should include all cultures whether they are native, non-native, and the students' own culture. On the other hand, almost half of the instructors maintained that teaching culture should be limited to teaching the target language cultures including American, British, Canadian and Australian cultures. It is obvious from the findings of the present study that most of EFL university instructors believe in the cultural supremacy of inner circle communities as they regard the target language as the most important in ELT practice. Moreover, half of the participants in the open-ended questionnaire did not place any value on the various sources of other non-native cultures; even excluding the students' own culture. In this respect, it can be said that it is not clear for the participants how they translate their ELF cultural awareness into practice. In other words, the ELF cultural awareness of the participants falls short when it comes to its implementation in ELT practice.

Even though participants responses to the first section of the questionnaire indicated that they valued the integration of the cultural aspects of both native and non-native countries, their responses to the open-ended questions revealed that they in fact gave more prominence to integration of native speaker cultures than to the non-native culture even though the type of interaction required giving importance to the non-native culture. These findings show that teachers have not yet developed the required amount of awareness toward the importance of introducing non-native culture in the ELT classes and may benefit from some training in this area. Many studies are in parallel to the results of the current study. According to Incecay and Akyel (2014: 5-6) the natives' norms concerning the cultural diffusion of English are still highly appreciated by the respondents. In a similar vein, Önalın (2004: 102) put forward that EFL English teachers in Turkey believe in the inclusion of the inner circle communities' cultural elements into English language classes and training. With regard to ELT students' perception on culture from ELF

perspective, a similar finding was also reported by Sarandi (in press) as the overall ELT students paid more importance to native speaker cultures than non-native ones.

5.2.2. Native and Non-Native Varieties and Speakers of English

The overall findings with respect to the perception of the participants on native and non-native varieties and speakers in ELT practice can be considered in terms of pronunciation input and output, that is, which varieties of English students should be exposed to in English classes and with which accent students should speak. When it comes to the participants' perceptions on English varieties to which students should be exposed to, findings from both the qualitative and the quantitative data reveal that there is a marked tendency among EFL university instructors to expose their students to native varieties. The responses to the open-ended question showed that the majority of the participants (totally 69.4%) believe that students of English should be exposed to native varieties; (44.4%) mainly American and British. In other words, the participants seem to appreciate the importance of teaching British or American English as being the most practical option for effective English language command. Other than British or American varieties, the participants did not associate any practicality or gave importance to hearing English spoken in native or non-native accents. According to Jenkins (2005: 538), this is utterly inconsistent with ELF perspective in which an important role of language teachers is to help their students be informed about various varieties, whether native or non-native ones. In other words, the participants' responses to the practicality of dominant native varieties in the learning/teaching process of English reflect a great lack of awareness from an ELF perspective.

The aforementioned findings align with many studies common in the field. Coupland and Bishop (2007: 85) reported that accents of native speakers were more preferable and regarded better than non-native ones as being the ideal model to follow. Similarly in Turkish context, the current study is consistent with the findings of earlier studies in which EFL university instructors and students possessed a more favorable attitude toward both native varieties and native speakers (Coşkun, 2011, p. 63; İnceçay & Akyel, 2014, p. 8; Kemaloğlu-Er, 2017, p. 26; Yıldız, 2017, p. 122). Furthermore, the findings of the

current study suggested that EFL university instructors believed in the importance of using the language according to native speaker norms in all kinds of English interactions, whether it is taking place between native and non-native speakers or even non-native and non-native speakers of English. In other words, native speaker norms and accent are still placed in the center of language interactions whether native speakers are involved or not in these interactions. These results comply with other research studies by in which the majority of English teachers showed a strong preference to native speakers' norms in terms of teaching pronunciation (İnceçay & Akyel, 2014, p. 6; Soruç, 2015, p. 245; Sağlık-Okur, 2016, p. 120; Sarandi, 2020, p. 76).

Concerning the quantitative and qualitative perceptions of the participants on native and non-native varieties and speakers with respect to the accent students should speak, 73.7% of the participants responding to the open-ended question and 58% in the questionnaire asserted that students of English do not need to speak with a native-like accent in order to communicate properly whether with native or non-native English speakers. The majority of the instructors seem to believe that intelligible accent is more effective than native accent for effective communication between native and non-native English speakers. In a similar fashion, findings display that almost all of the participants (96%) believed that their students must learn English in order to interact with both native and non-native speakers of English. Nevertheless, EFL university instructors were in a quandary as to whether being able to communicate with native English speakers is more important for learners than being able to communicate with non-native English speakers.

The findings of the study Bayyurt et al. (2019) are similar to the findings of the current study in the sense that the Turkish, Polish, and Portuguese teachers involved in the study “highlighted the idea that intelligibility was more important than having a native-like accent especially in multilingual and multicultural contexts” (p. 198). From an ELF perspective, the importance of this attitude toward native-like accent is asserted by Kirkpatrick (2007a: 382) in the sense that sounding native-like is an utterly bad imitation for English language learners since each person's accent is unique for them. The results reveal that the participants have a high level of awareness when it comes to the accent their students need to speak. They showed a clear preference for communication

effectiveness as opposed to native speakers' norms in terms of pronunciation output on the part of their students. Considering the related literature, the findings of the present study surprisingly contradict with many studies such as in which language teachers regarded having a native-like accent is very crucial for their students (Timmis, 2002, p. 245; Coskun 2011, p. 64; İnceçay & Akyel, 2014, p. 8).

The findings of the present study obviously reveal the inconsistency in the participants' own beliefs toward varieties and speakers. In connection with variety input, EFL university instructors believe that English learners should be exposed to native varieties, mainly British or American, in order to have a good command of the language. On the other hand, with respect to pronunciation output, they assert that students of English do not need to speak with a native-like accent. In a nutshell, although EFL university instructors are familiar with the characteristics of ELF at a theoretical level concerning varieties and speakers, they do not seem to have developed enough awareness with respect to ELF implementation in ELT practice. This aligns with findings of an earlier study conducted by Geckinli (2020: 7), in which although teachers are aware of ELF as a concept, they have reservations regarding its pedagogical implications. Accordingly, it can be argued that this inconsistency is mainly due to the participants' belief in the supremacy of inner circle communities in terms of varieties and speakers. Therefore, ELF instructors need to be aware of this inconsistency in their own attitudes and beliefs. Some training may contribute to raise their ELF awareness and help them bridge the gap between theory and practice.

5.2.3. Native and Non-Native English Speaker Teachers

The participants' responses with reference to table 4.11 indicate that EFL university instructors were in a quandary as concerns the accent native English-speaking teachers (NESTs) should speak. Almost half of the participants believed that NESTs need to have either a British or an American accent, and 18% were uncertain about the accent issue. The rate increased to 54% when it comes to the necessity of NESTs to have a Standard English accent. This reveals that the reason behind the participants' being divided about whether NESTs need to have British or American English is probably due to limiting

them to British or American accents and excluding other native accents, rather than due to their ELF awareness. In other words, the low rate of the participants (22%) who did not think that NESTs must have a Standard English accent explains that the majority of EFL university instructors were in favor of native speakers' norms in terms of the pronunciation of teachers. This is consistent with the findings of many studies in the literature. Jenkins (2009: 204) maintained that most teachers were inclined to having native-like accents as they thought it could mark their being successful teachers. Along the same line, as McKenzie (2010: 106) asserted that accents of native speakers were considered as better than the non-native accents when it comes to the speaker's competence. In Turkey, according to İnceçay and Akyel (2014: 7) teachers expressed their drive to master the native speakers' accent, whether British or American.

In a similar fashion, when it comes to non-native English-speaking teachers (NNESTs), the participants were divided over the accent non-native English-speaking teachers (NNESTs) should have, and also half of them believed in the supremacy of British or American accent and 18% were not sure about which side to take concerning native or non-native accents. Furthermore, it is worth mentioning that according to the responses made in table 4.11, it is quite obvious that no significant difference existed between the participants' perception about the accent of NESTs or NNESTs. In other words, the participants did not make any distinction between NESTs and NNESTs as their responses were almost identical when deciding on the accent teachers of English should speak. This might suggest that the issue of native accent is more significant than being a native or non-native English-speaking teacher.

Furthermore, the responses of the participants to item 16 with a weighted mean of (3.54) reveal that the participants agreed in total with the idea that NNESTs must draw upon native-speaker norms and models for successful communication in English. Thus, it is quite obvious that EFL university instructors still regard the native norms as the yardstick in ELT practice. The preference of the participants for emphasizing native standard norms and accents alike may be clarified with the view put forward by Simon (2005) who concluded that native accents, namely American and British, are more favored on the basis that they represent the standard norms of English. Concerning the standard norms

preference, the findings of the current study align with many other studies in Turkey in which the importance of adhering to standard English was emphasized by English teachers although they showed awareness toward ELF-oriented pedagogy in ELT (İnceçay & Akyel, 2014, p. 6; Inal & Özdemir, 2015, p. 149; Sağlık-Okur, 2016, p. 123). In this respect, it can be concluded there were distinct lack of ELF awareness on the participants' part in terms of accent as they gave priority to native-speaker accents and models without taking into consideration other factors which teachers of English should fulfil such as communication effectiveness and intelligibility.

The qualitative data drew a clearer picture in terms of the participants' perspective on native and non-native English-speaking teachers. Although the results from table 4.11 indicated that the participants' responses were almost identical as they did not make any distinction between NESTs and NNESTs when deciding on the accent teachers of English should speak, Table 4.12 reveals that most of EFL university instructors believe in the supremacy of native English-speaking teachers (NESTs) in ELT practice. It is still believed that NESTs are more advantageous in the sense that their presence can ease and accelerate the learning process of English. Others stated that NESTs are more motivating for learners and can be a better and more accurate source of information concerning a lot of aspects including accent, etymology, and history. This is in line with the findings of many studies about conventional stereotypes related to NNESTs and NESTs. Dewey (2014: 22) contends that NNESTs hold inferiority complex when comparing themselves with NESTs in as they feel less knowledgeable about language. Therefore, the idea that NESTs are superior often brings about the professional marginalization of NNESTs. As Llurda (2018) put it, "the main point here is that NNESTs do have by definition such features that unfortunately have often been overlooked in the profession" (p. 519). In a similar vein, Kirkpatrick (2007a: 381) claims that NNESTs undergo a self-identity conflict in the sense that these stereotypical ideas make them question their professional legitimacy and depreciate their status.

Taking into account the responses of the participants who viewed both NESTs and NNESTs as advantageous, as seen in some of the aforementioned examples, some of EFL university instructors did not see any difference between NESTs and NNESTs as they

focused on the teachers' qualifications rather than native/non-native issues. On the other hand, other participants believed that NESTs and NNESTs are both advantageous, but have different roles to fulfil in ELT practice in the sense that each can benefit English language students differently. Medgyes (1994: 25) argues that despite the fact that NESTs and NNESTs belong to "two different species" due to their being different in terms of language proficiency and teaching practice, both are highly advantageous to ELT practice and can be equally good on their own terms. For example, some of the instructors referred to the idea that NNESTs are meant to teach grammar, but NESTs can be better for teaching speaking skills. Others made a distinction between NESTs and NNESTs on the basis of the level of students or their purpose of learning the language suggesting, for example, that NESTs are better for higher levels of English and NNESTs are for beginners and lower levels of English. According to Seidlhofer (1999), "native speakers know the destination, but not the terrain that has to be crossed to get there: they themselves have not travelled the same route" (p. 238).

5.2.4. Lexico-Grammatical Features of English

The findings with reference to item 8 in table 4.13 showed that the participants who opposed the idea that the ultimate goal in learning English should be reaching native-like proficiency accounted for 56% in contrast to 34% for those who supported the idea. Likewise, the qualitative data drew a clearer picture as the participants were asked about what the ultimate goal of a learner in learning English should be. To illustrate, the majority of the participants (81%) asserted that achieving communicative competence is the ultimate goal of English language learning compared to only (19%) who thought that achieving native-like proficiency should be the ultimate goal. Hence, it can be concluded that EFL university instructors are highly aware of the ultimate goal of learning English from an ELF perspective. The findings of this study contrast with the results of many earlier studies. According to Ranta (2010), teachers regarded achieving native-speaker competence as the main target in their classrooms as they "considered the native speaker an appropriate yardstick for measuring their students' skills" (p. 174). Likewise, Geckinli

(2021) revealed that EFL teachers “believe in the critical nature of achieving native-like fluency and accuracy in English learning” (p. 882).

Nevertheless, the weighted mean of item 19 (3.48) which is about the participants’ perception on the relationship between accurate grammar and successful communication clearly manifested a very different outcome. On average, EFL university instructors agreed that accurate grammar is crucial in order to communicate efficiently in interactions involving native and non-native English speakers. Similarly, in the fourth and fifth sections of the questionnaire which are about perceptions toward aspects of English interactions, the weighted mean of the third items in table 4.14 (4.43) and table 4.15 (4.37) revealed that the participants regarded the knowledge of grammar as very important to achieve successful communication in English both interactions between native and non-native speakers and interactions between non-native and non-native speakers respectively. Such tendency may be clarified with the view put forward by Işık (2011) stating that the grammar-based teaching practice still shapes ELT practice in Turkey (p. 261). Accordingly, most ELF university instructors stressed the necessity of accurate grammar for their students in order to communicate fluently with other people in English. This also aligns with findings of other earlier studies in the literature. According to Soruç (2015: 245), teachers believed that relying on ELF, rather than standard norms, can put learners at a disadvantage as they use ‘broken English’. Likewise, Sarandi (2020: 69) asserted that the majority of teachers had a strong preference to SE norms in terms of grammar accuracy. Furthermore, when it comes to the instructors’ perception on the importance of grammar, the participants did not make any distinctions between interactions in which native and non-native speakers are involved, and interactions among only non-native speakers. In other words, grammar is really important regardless of whether English interactions are taking place between native and non-native speakers or non-native and non-native speakers of English.

In a similar vein, the fact that the participants did not make any distinctions between interactions in which native and non-native speakers are involved, and interactions among only non-native speakers in relation to the importance of vocabulary can reflect their lack of ELF awareness. Almost all the participants believed in the high importance of learning

vocabulary for successful communication in both native and non-native English interactions as well as non-native and non-native English ones. Although “distinct preference for the most frequent vocabulary has been attested in ELF” as an indication of simplification (Mauranen, 2018, p. 14), when considering native and non-native English interactions, it can be argued that vocabulary learning based on native speaker norms such as collocations, phrasal verbs, and idioms can be advantageous to maintain effective communication. However, stressing the importance of accurate vocabulary use in non-native and non-native English interactions indicates that the participants value learning vocabulary as they embrace SE norms rather than for the sake of achieving more effective communication.

Taking into consideration the overall findings of the study concerning the lexicogrammatical features, it is quite obvious that there is a discrepancy between the participants’ perceptions toward the ultimate goal of language learning and the importance of grammar and vocabulary. In other words, even though ELF university instructors believe in achieving communicative competence at the expense of native-like proficiency, they still attach a great importance to teaching grammar and vocabulary. Likewise, Geckinli (2020: 8) maintains that teachers are faced with a real dilemma regarding the pedagogical implications of ELF as they do not seem to envision how their ELF awareness can be efficiently applied in the process of English language teaching. Hence, they resort to rely basically on native speakers’ norms including grammar and vocabulary as a means of achieving successful communication in English.

5.2.5. Materials in ELT Practice

The overall findings with respect to the perception of the participants on materials in ELT practice can be considered in terms of ELF cultural and varieties content. The participants believed that ELT materials should contain cultural aspects from both the target language cultures such as Britain and the USA as well as from other non-native English speaking countries. Likewise, findings from the qualitative data revealed that almost all of the participants believed that integrating English as a lingua franca in ELT coursebooks is important. The responses to the open-ended question about the inclusion of ELF in ELT

materials have taken into account the importance of including different cultures other than native English ones. One of the responses was as follows:

- *“I think integrating ELF into English language coursebooks would be advantageous, as the world has become "global" where fostering international awareness, linguistic variations of different cultures/intercultures is vital in language learning/teaching. Likewise, it is implausible to ask our learners to adopt British/American English in their language learning; ELF must have its place in coursebooks.”* (Informant 13)

This aligns with the study of Bayyurt et al. (2019) in which “teachers favor the idea that cultural diversity should be integrated into the English language teaching materials” (p. 197). Hence, the findings indicate that the participants have had an increased awareness of the inclusion of ELF cultural content in ELT materials.

When it comes to the varieties to include in ELT materials, although EFL university instructors were divided about the inclusion of non-native varieties in ELT materials, a higher percentage of instructors (56%) believed that materials should include written or spoken texts only generated by native English speakers. In other words, more participants seemed to be in favor of native speakers’ norms when it comes to varieties in ELT materials. Sarandi’s study (2020: 69) suggests similar results with the findings in this study in which the majority of English teachers had a strong preference to SE norms in terms of materials. Similarly, Sağlık Okur (2016) asserted that “teachers have a norm-bound perspective so they design and plan their teaching practices according to the inner circle dominant teaching materials” (p. 126). In other words, the participants’ awareness concerning the inclusion of ELF content in ELT coursebooks is still limited by native speakers’ norms in the sense that ELF university instructors still prefer coursebooks to include written and spoken texts produced by native speakers of English. This result is in parallel with the findings of many previous studies in the field such as Kemaloğlu-Er and Bayyurt (2018), and Sifakis and Bayyurt (2018). According to Bayyurt et al. (2019), “although teachers seem to welcome the idea of an ELF approach in their teaching

practice, teachers do not know how to implement an ELF-aware approach to their language teaching materials since such materials hardly exist in the field” (p. 197).

5.3. The Impact of Teaching Experience on the Perceptions of EFL University Instructors in ELT Practice

For the second research question which intends to examine whether teaching experience has any effect on EFL university instructors with respect to different aspects of ELF, inferential statistics were utilized to analyze the participants’ responses to each section of the questionnaire. The findings of the first and third sections have revealed that there is no distinction between the experienced and the less experienced instructors in terms of the cultural and instructional awareness from ELF perspective. Similarly, the fourth and fifth sections did not show any differences between the attitudes of the two groups with respect to the importance of many aspects in native and non-native interactions as well as in non-native and non-native interactions. The majority of both novice and experienced instructors have increasing cultural awareness from an ELF perspective as they believed in the importance of student learning about other cultures in order to communicate successfully in English as well as about the issue of including cultural elements from non-native English speaking world in ELT materials. Accordingly, when it comes to implementing cultural elements of ELF, teaching experience does not affect the perception of EFL university instructors. Also, both groups showed a positive attitude toward communication goals from ELF perspective.

The experienced and the less experienced participants’ awareness with regard to native varieties and native speakers from ELF perspective has reflected statistically significant differences for the analysis. Less experienced instructors showed more awareness on implementing ELF compared with experienced ones as they displayed a more favorable attitude concerning all of the ELF- oriented aspects in the second section of the questionnaire, which is about language awareness. The findings of the study align with earlier studies in the literature. Geckinli (2020) points out that “less experienced teachers exhibited a more constructive approach about lingua franca position of English” (p. 7). Likewise, according to Nykänen (2015: 66), experienced teachers were more strict and

less tolerant, compared with their younger counterparts, when they evaluated the statements of the survey which refer to ELF implementation in their classes. Nykänen asserted that “teachers are quite unwilling to find most of the non-standard expressions acceptable” due to “grammatical incorrectness or deviance from Standard English.” In a similar vein, according to Inal and Özdemir (2015: 149-150), pre-service teachers tended to be more open to implementing ELF in ELT and were interested in putting emphasis on ELF principles in education programs for English language teachers. By contrast, both ELT academia instructors and in-service teachers at primary and secondary schools in Turkey would prefer being committed to SE norms as this could help them comply with the official curriculum assigned to them.

To illustrate, novice EFL university instructors disagreed with exposing students only to British or American varieties of English in order to be practical, whereas most experienced instructors agreed with the idea and did not give any importance to hearing English spoken with native or non-native accents other than British or American. In a similar vein, novice instructors did not support the necessity of students to have a native-like English accent; whereas experienced ones were indecisive about it. Similarly, the two groups’ perceptions on positioning native and non-native speakers reflected significant differences in the sense that novice EFL university instructors opposed the idea that being able to communicate with native English speakers is more important for learners than being able to communicate with non-native English speakers; whereas experienced instructors were neutral and uncertain about it. When it comes to the perception of EFL university instructors on the goals of language learning, experienced instructors were in a quandary as whether the ultimate goal in learning English should be reaching native-like proficiency or not; whereas novice instructors did not agree with the statement.

Furthermore, the findings from the language awareness section of the questionnaire revealed that the majority of experienced instructors showed less language awareness from ELF perspective when it comes to positioning native varieties and native speakers in the case of NESTs or NNESTs. To illustrate, novice EFL university instructors expressed their disagreement with the idea that NESTs or NNESTs should have a British

or American English accent; whereas experienced instructors remained neutral. Along the same line, experienced instructors believed that NESTs or NNESTs must have a Standard English accent unlike novice instructors who were neutral about it. Hence, it can be argued that experienced instructors tended to be in favor of native speakers' norms in terms of the pronunciation of English teachers at the expense of communication effectiveness and intelligibility. It is worth mentioning that when deciding on the accent teachers of English should speak, both groups of instructors did not show any differences in their attitudes toward NESTs or NNESTs.

Another distinction between novice and experienced instructors was about the participants' perceptions toward the adherence to native-speaker models and materials in ELT practice. Experienced EFL university instructors still regard the native norms as the yardstick in ELT practice when it comes to the models and materials that English teachers must follow. Experienced instructors supported the ideas that NNESTs must draw upon native-speaker norms and models for successful communication in English, and that materials should contain written or spoken content only generated by native English speakers. In contrast, the responses of novice instructors show that they neither agreed with the idea that that content in ELT materials should be generated only by English native speakers, nor with associating native-speaker models to successful communication in English. Therefore, it can be concluded that novice instructors have higher levels of ELF awareness with respect to the inclusion of ELF content in ELT coursebooks as well as about the involvement of native speakers of English in the production of these coursebooks.

It can be concluded that the more awareness on the part of less experienced EFL university instructors can be explained by Dewey's (2014), "It is clear from recent research studies that there is a growing awareness of ELF and Global Englishes and their potential impact on pedagogy" (p. 16). In this respect, the growing awareness has triggered incorporating ELF elements into the content of pre-service and in-service teacher training programs. Also, less experienced instructors hold more positive attitude toward ELF-aligned pedagogy due to the fact that they are still in the phase of establishing their own pedagogical backgrounds in the sense that their newly-established beliefs about

English pedagogy are not deeply-rooted and, thus, they might be more open to learning new ideas and concepts.

Furthermore, less experienced instructors might be more cognizant of the emerging realities of English language as they have more exposure with non-native speakers, thanks to social networking websites and student exchange programs such as Erasmus (Geckinli, 2020, p. 8). In a sense, contacting with some non-native varieties of English might have increased their awareness against the deeply-entrenched adherence to the SE norms. On the other hand, the underlying cause of the less awareness on the part of more experienced instructors can be their long-term engagement with SE norms in their classes. Moreover, Mahboob (2003: 30) maintains that negative attitude of English teachers arises from their fear of losing the authority granted by relying on SE norms.

5.4. The Impact of Background Degrees on the Perceptions of EFL University Instructors in ELT Practice

This third research question tries to find out whether significant differences existed among the perceptions of EFL university instructors when different background degrees were taken into consideration. The different professional qualifications with respect to bachelor degrees entailed three categories: ELT, English Language and Literature, and Linguistics. Inferential statistics were utilized to analyze the participants' responses to each section of the questionnaire to see whether there are significant statistical differences among the three groups.

The findings of the fifth sections of the questionnaire have revealed that there is no distinction between the three groups in terms of the participants' perceptions toward different aspects of ELF. The results from the first section showed that different background degrees did not affect the perception of EFL university instructors when it comes to implementing cultural elements of ELF. Similarly, the three groups reflected similar attitude toward language awareness in ELT from ELF perspective in the sense that there were no statistically significant differences between them with regard to native varieties and native speakers. Along the same line, different background degrees had no effect on the instructors' perception toward communication goals. Finally, the groups of

different background degrees asserted similar perceptions toward aspects of native and non-native interactions as well as toward aspects of non-native and non-native interactions from an ELF perspective. As a result, different educational background degrees did not affect the perceptions of ELF university instructors when it comes to different aspects of ELF-oriented pedagogy. It is worth mentioning that the pertinent literature does not offer information about the impact of background degrees on teachers' perceptions toward implementation of ELF in ELT practice.

The findings about the educational background degrees showed that graduates from English language literature or linguistics departments are on the same footing with those from English language teaching departments when it comes to their attitudes on ELF and its implementation in ELT practice. In this respect, it can be argued that training programs in ELT departments do not prepare more ELF-aware language teachers and as such is not superior in terms of pedagogical knowledge and applications compared to other English fields of undergraduate studies such as linguistics or English language and literature. Therefore, these findings suggest that the paramount need for a thorough revision of ELT-department programs to incorporate more ELF-informed training.

CHAPTER VI

CONCLUSION AND RECOMMENDATION

The study explored the perceptions of EFL university instructors on ELF-oriented pedagogy at three universities in turkey. It also aimed to investigate whether the two factors of teaching experience and background degrees have a potential effect on these attitudes. Different aspects of pedagogical implications from an ELF perspective were taken into consideration including culture, native and non-native varieties and speakers of English, native and non-native English speaker teachers, lexico-grammatical features of English and materials in ELT practice. To amass the data, an online survey was employed, consisting of an ELF-Awareness Questionnaire adopted from Bayyurt et al. (2019) and open-ended questions. the research has been conducted with 50 instructors working at English Language Preparatory Schools or teaching English at other faculties at the Spring 2020-2021 academic semester. Descriptive and inferential statistics via SPSS (Statistical Package of Social Sciences) were utilized to analyze the quantitative data and content analysis for the qualitative data.

The study revealed that there is a marked discrepancy in the perceptions of the instructors as it yielded contrasting results with respect to different aspects of ELF-oriented pedagogy. Accordingly, it can be included that EFL university instructors are familiar with many aspects of ELF-oriented pedagogy. Nevertheless, they have not developed enough awareness with respect to ELF implementation in ELT practice. In other words, participants do not seem to envision how their ELF awareness can be efficiently applied in the process of ELT. Hence, they resort to rely basically on native speakers' norms as the ideal pedagogical model or the only available choice in ELT. These findings overlap with earlier research studies in the literature, depending on the aspects addressed.

The findings also reflected statistically significant differences between the experienced and the less experienced instructors in terms of their perceptions on ELF-oriented pedagogy. Less experienced instructors showed more language awareness on

implementing ELF as they displayed a more favorable attitude concerning many ELF-oriented aspects. The findings in terms of teaching experience align with earlier studies as less experienced instructors are more tolerant toward deviations from SE norms, open to new concepts, and less strict compared to their more experienced counterparts. On the other hand, the findings of the study revealed that there were no statistically significant differences in the participants' perceptions toward different aspects of ELF when bachelor background degrees of the participants were taken into consideration— ELT, English Language and Literature, and Linguistics.

Considering the limitations of this study, the participants of this study were only university instructors who work at an English preparatory schools or teach English at other faculties of three universities in Turkey. Therefore, due to the restricted number of universities as well as the limited sample of instructors at tertiary level, the findings of the study may not be generalized to a wider population and, by extension, may not representing the attitudes of all English instructors in Turkey. In addition, the groups categorized with respect to teaching experience were limited to two ones based on the participants' years of experience. For instance, there were no participants with five to ten years of experience, i.e. all the participants had either less than five years or more than ten years of teaching experience.

Another limitation of this study is the few sample size of the participants as well as the unequal sample size between the groups categorized with respect to years of teaching experience or background degrees of the participants. For instance, the number of English instructors who come from linguistic studies backgrounds are considerably less compared to the ones who graduated from ELT or English language and literature departments.

The study offers some recommendations for further studies on the perceptions of ELF instructors and the factors influencing these attitudes. First, further studies can be conducted on a wider population in which more varieties of teachers and instructors can be included from primary, secondary and tertiary education. Also, studies can explore different factors which may influence the perceptions of instructors and teachers toward ELF-oriented pedagogy such as type of institution, abroad experiences, and levels of English language. Moreover, future studies can investigate the extent English

coursebooks are in line with ELF-oriented pedagogy and address the design of appropriate materials from an ELF perspective.

The results of the study provide useful insights to ELT stakeholders regarding factors influencing applying ELF-oriented pedagogy in language teaching. ELF instructors need to be aware of the inconsistency in their own attitudes and beliefs concerning their perceptions on ELF-oriented pedagogy, basically due to the fact that they still embrace SE norms as the ideal model in ELT. In addition, in light of the findings of the study, raising ELF awareness on the theoretical level for experienced instructors can help them be more familiar with the new realities of English as well as reduce their deeply-entrenched commitment and adherence to the SE norms. Considering less experienced English instructors and teachers, ELF teacher training may contribute to bridge the gap between theory and practice with respect to ELF-oriented pedagogy. The findings of the study which showed that the participants are familiar with many aspects of ELF suggest that fundamental change in ELT practice is inevitable as the future may hold promising prospects for ELF-oriented pedagogy.

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APPENDICES

APPENDIX A. The Questionnaire

PART 1. Demographic Information

Please answer the following questions.

Gender Female

Male

Years of Experience 1-5

6-10

11-20

21 and above

Professional Qualifications

Bachelor's Degree in

English Language Teaching

English Language and Literature

Linguistics

American Culture and Literature

Further Education

(If applicable) Master's Degree in _____.

(If applicable) Doctoral Degree in _____.

Other qualification(s) _____.

Current Teaching Position

University EFL instructor (at preparatory schools)

University EFL instructor (at other faculties)

Current Institution

A state university

A foundation university

PART 2. ELF Awareness

A. Please tick the most suitable option for each item.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Cultural Elements						
1	Non-native speakers of English should learn about both the target language culture and other cultures to communicate successfully in English.					
2	It is essential to teach the students the similarities and differences between the native English speaking countries and their own country.					
3	Students do not need to know about the cultures of native speakers of English to communicate successfully in English.					
4	Students need to know about the similarities and differences between their own culture and other cultures.					
5	ELT materials should include cultural elements from Britain and/or the USA.					
6	ELT materials should include cultural elements from countries around the non-native English speaking world.					
Positioning native varieties and native speakers						
7	It is more important for students to be able to communicate with native speakers of English than non-native speakers of English.					
8	English has many varieties, but to be practical we should only teach American or British English.					

9	English has many varieties, but to be practical we should only teach American or British English.					
10	Students should be able to speak English with a native-like accent.					
11	Materials should include written or spoken texts only produced by native speakers of English.					
12	Native English-speaking teachers (NESTs) should speak English with a British or American accent.					
13	NNESTs must have a Standard English accent.					
14	Non-native English-speaking teachers (NNESTs) should speak English with a British or American accent.					
15	NNESTs must have a Standard English accent.					
16	NNESTs must rely on native-speaker models to communicate successfully in English.					
Communication Goals						
17	Students need to learn English to communicate with native and non-native speakers of English.					
18	Intelligible accent is essential for successful communication among native and non-native speakers of English.					
19	Accurate grammar is essential for successful communication among native and non-native speakers of English.					
20	Exposing students to non-native varieties of English has an impact on students' language learning.					
21	NESTs must have a Standard English accent.					
22	NESTs' job is to teach students how to communicate in English.					

B. Please tick the most suitable option for each item.

		Not important	Slightly important	Moderately important	Important	Very important
Aspects of native and non-native interactions						
1	Gestures/facial expressions					
2	Vocabulary					
3	Accent					
4	Knowledge of grammar					
5	Establishing one's own identity					

6	Knowing about the native-speaker culture					
7	Knowing about the non-native-speaker culture					
8	Use of communication strategies (e.g. repetition, rephrasing, codeswitching, etc.)					
9	Use of the language according to native speaker norms					
Aspects of non-native and non-native interactions						
10	Gestures/facial expressions					
11	Vocabulary					
12	Accent					
13	Knowledge of grammar					
14	Establishing one's own identity					
15	Knowing about the native-speaker culture					
16	Knowing about the non-native-speaker culture					
17	Use of communication strategies (e.g. repetition, rephrasing, codeswitching, etc.)					
18	Use of the language according to native speaker norms					

PART 3. Open-Ended Questions

1. Which culture(s) should students of English be introduced to when learning the language?

2. Which variety/varieties of English should students of English be exposed to?

3. Do you think learners need to speak with a native-like accent?

4. What should be the ultimate goal of a learner in learning English?

5. Which is more advantageous for students in learning English? Having a (NEST) or a (NNEST) in the classroom? Why?

6. Do you think it is important for coursebooks to integrate (ELF)? Why/ Why not?



APPENDIX B. Ethical Consent of Istanbul Sabahattin Zaim University

Evrak Tarih ve Sayısı: 27.05.2021-E.7182



T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
ETİK KURULU BAŞKANLIĞI

Sayı : E-20292139-050.01.04-7182
Konu : Etik Kurul Kararları

Sayın Alaa KALAGY

Lisansüstü Eğitim Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı Öğrencisi

"İngiliz Dili Eğitimi Akademisyenlerinin ve Öğretmenlerinin Lingua Franca Olarak İngilizce Öğretiminde Pedagoji Merkezli Eğitime Yönelik Algularını Etkileyen Faktörler / Factors Influencing ELT Instructors and Teachers' Perceptions toward ELF-oriented Pedagogy" başlıklı araştırmanız kurumumuzun 30.04.2021 tarihli ve 2021/04 sayılı toplantısında değerlendirilerek etik açıdan uygun bulunduğuna oy birliği ile karar verilmiştir.

Bilgilerinize rica ederim.

Prof. Dr. Nasuh USLU
Kurul Başkanı

Ek:33-Alaa Kalagy Etik Onay Belgesi (1 sayfa)

Mevcut Elektronik İmzalar

NASUH USLU (Etik Kurulu Başkanlığı - Kurul Başkanı) 27.05.2021 16:05

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : *BSNHL3TA5* Pin Kodu :58102
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Telefon:444 97 98 Faks:+90 (212) 693 82 29
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Kep Adresi: izu@hs01.kep.tr

Belge Takip Adresi : <https://ebys.izu.edu.tr/en/Vision/Dogrula/0N3>

Bilgi için: Zeynep Funda TEZ
Unvanı: Yeminli Katip
Tel No: 2126929606





T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
ETİK KURULU

ETİK ONAY BELGESİ

Tarih	30.04.2021
Sayı	2021/04
Araştırmanın Niteliği	Yüksek Lisans Tezi
Araştırmanın Adı	İngiliz Dili Eğitimi Akademisyenlerinin ve Öğretmenlerinin Lingua Franca Olarak İngilizce Öğretiminde Pedagoji Merkezli Eğitime Yönelik Algılarını Etkileyen Faktörler / <i>Factors Influencing ELT Instructors and Teachers' Perceptions toward ELF-oriented Pedagogy</i>
Sorumlu Araştırmacının Adı Soyadı	Alaa KALAGY
Diğer Araştırmacılar/Danışman Adı Soyadı	Dr. Öğr. Üyesi Hidayet SARANDI
Karar	UYGUNDUR

(İstanbul Sabahattin Zaim Üniversitesi Etik Kurulu'nun kararı tavsiye niteliğinde olup, Üniversitemizle ilgili etik ilkelerinin belirlenmesi ve değerlendirilmesi amacını taşımaktadır.)

Prof. Dr. Nasuh USLU
Başkan

Prof. Dr. Ali GÜNEŞ
Başkan V.

Prof. Dr. Mustafa ATEŞ
Üye

Prof. Dr. Mehmet Emin KÖKTAŞ
Üye

Prof. Dr. Ayşe Nefise BAHÇECİK
Üye

Prof. Dr. Yahya Kemal YOĞURTÇU
Üye

Av. Bilal ŞAMAT
Üye

Kurul Yeminli Kâtibi

Zeyneb Funda TEZ

APPENDIX C. CV

Alaa KALAGY

Education

- Enrolled in a Master-degree Program in Political sciences & Middle-Eastern Studies , but was not completed** (2017– 2018)
Middle-East Institute, Sakarya University
- Master's Degree in TESOL** (Teaching English as a second/foreign language) (2011 – 2013)
Higher Institute of Languages, Faculty of Arts & Humanities, Aleppo University
- Diploma in Education and Teaching Methodology** (2009 - 2010)
Faculty of Pedagogy & Education, Aleppo University
- Enrolled in a Master-degree Program in English Literature, Thesis: 'Expressionism in American Drama in the 20th Century' (Eugene O'Neill & Arthur Miller), but was not completed** (2007 - 2009)
- BA Degree in English Language and Literature** (2001 - 2005)
Faculty of Arts and Humanities, Aleppo University
- Degree in Nursing Science** (1998 - 2000)
Technical Health Institute of Aleppo, Ministry of Health

Work Experience

- EFL Instructor - Sakarya University** (2016 – 2022)
SFL, Faculty of Health Sciences, and SAÜSEM
- English Teacher - English Time, Sakarya** (2013 – 2018)
- EFL Instructor - Aleppo University** (2007 – 2013)
The Technical Health Institute
Faculty of Arts and Humanities, Idelp University (2009 – 2010)
- English Teacher** (2005 – 2008)
Little Scientists School
- Academic Facilitator AI-Furkan Center, Aleppo** (2002 – 2007)