REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

TEACHING ENGLISH AS A LINGUA FRANCA IN TURKEY: AN AUTOETHNOGRAPHIC STUDY

Sibel SERT

A Ph.D. DISSERTATION

ADANA / 2020

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Sibel SERT

ÖZET

TÜRKİYE'DE LINGUA FRANCA OLARAK İNGİLİZCE'Yİ ÖĞRETMEK: OTOETNOGRAFİK BİR ÇALIŞMA

Sibel SERT

Doktora Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Danışman: Prof. Dr. Yonca ÖZKAN
Ağustos 2020, 211 sayfa

Bu çalışma lingua franca olarak İngilizce öğretmenin süreçlerini ve uygulanabilirliğini norm temelli Türk bir bağlamda araştırmayı hedeflemektedir. Araştırma, lingua franca olarak İngilizce aktiviteleri üretmek, onları sınıf ortamında uygulamak ve bu sürecin yönlerini ortaya koyma çabası bakımından önemlidir. Bu çaba lingua franca olarak İngilizce alanındaki teori-pratik boşluğunu kapatma ihtiyacına ışık tutabilir. Bu çalışma bir otoetnografi olduğu için ana veri kaynağı araştırmacıdır. Ancak çalışma, konuyu farklı perspektiflerden ele alabilmek amacıyla destekleyici katılımcıları da içermektedir.

Bu çalışma bir devlet üniversitesinin temel seviye İngilizce hazırlık sınıfında gerçekleştirilmiştir. Araşırmacı 13 lingua franca olarak İngilizce aktivitesi hazırlamış ve bunları ek aktivite olarak uygulamıştır. Aktiviteleri geliştirme ve bunların uygulaması ile ilgili data araştırmacı günlüğü, yansıtıcı aktivite kayıtları ve sınıf uygulamasının kayıtları ile toplanmıştır. Yarı-yapılandırılmış görüşmeler 12 öğrenci ve 16 öğretim görevlisi ile onların bağlamsal faktörler, lingua franca olarak İngilizce ve onun materyalleri hakkındaki görüşlerini almak için yapılmıştır. Tüm veriler tematik analizle analiz edilmiştir.

Çalışmanın bulguları, lingua franca olarak İngilizce materyal geliştirmesinin teoriden pratiğe geçiş anlamında zorlayıcı olduğunu göstermiştir. Bununla beraber, internet üzerinden uygun görsel-işitsel ve yazılı kaynakların aranması ve bunların sınıf içi kullanımına adapte edilmesi bakımından zaman alıcıdır. Sınıf uygulaması ile ilgili bulgular ise zaman kısıtlamasının çalışmanın yapıldığı bağlamda zorlayıcı bir faktör olduğunu ortaya koymuştur. Ayrıca, araştırmacı, uygulama sırasında öğretmenin içerik bilgisi ihtiyacı, anadil kullanımında artış, öğrencilerin farkındalık geliştirmekten ziyade

bilgilendirilmiş olması ve lingua franca olarak İngilizce'nin öğretilebilirliği gibi konularda bazı farkındalıklara ulaşmıştır. Bulgular aynı zamanda öğrencilerin aktivitelerle ilgili anlama, konuşma hızı, ilgi çekiciliği ve faydalılığı gibi konularda bazı negatif görüşlere sahip olduğunu göstermiştir. Bununla beraber, bazı materyallerin maruz bırakma niceliği, kullanılan kaynakların uzunluğu ve zorluğu gibi dezavantajları araştırmacı tarafından saptanmıştır. Öte yandan, bulgular olumlu yönleri de ortaya çıkarmıştır. Öğrenciler aktivitelerle ilgili ilgi çekiciliği, bilgilendirici özellikleri, dil öğrenimine katkıları ve duyuşsal yönleri açısından ağırlıklı olarak olumlu fikirler ifade etmişlerdir. Ayrıca, materyallerin içeriğinin öğrenci katılımına etkisi ve kritik düşünceyi teşvik etmesi açısından avantajlı tarafları da bulgular arasındadır. Tüm bunlara ek olarak, araştırma bulguları bazı kurumsal faktörlerin, öğretim görevlilerinin lingua franca olarak İngilizce farkındalığındaki eksikliğin, öğrenci profilinin, ve lingua franca olarak İngilizce persektifinin öğretme materyallerindeki eksikliğinin bu perspektifin uygulanabilirliğinde engel teşkil edebiliceğini de ortaya koymuştur. Öte yandan, öğretim görevlileri ve öğrencilerin perspektife olan yaklaşımlarının pozitif ve destekleyici olması lingua franca olarak İngilizce'nin uygulanabilirliği açısından fırsat sunabilir.

Anahtar Kelimeler: İngiliz dili eğitimi, ODİ uygulaması, temel seviye, otoetnografi.

ABSTRACT

TEACHING ENGLISH AS A LINGUA FRANCA IN TURKEY: AN AUTOETHNOGRAPHIC STUDY

Sibel SERT

Ph.D. Dissertation, Department of Foreign Language Education
Supervisor: Prof. Dr. Yonca ÖZKAN
August 2020, 211 pages

This dissertation aims to explore the processes of ELF teaching and its applicability in a Turkish norm-based context. The significance of the study lies in its effort to produce ELF activities, to implement them in a classroom, and to reveal its aspects. This effort could shed light on the need for bridging the theory-practice gap in the ELF literature. As this study is an autoethnography, the main data source was the researcher. The study also included supporting participants in order to explore the issue from different perspectives.

The study was conducted at an elementary level preparatory classroom in a state university. The researcher prepared 13 ELF activities and implemented them as extracurricular activities. The data regarding ELF materials development and classroom application gathered via researcher journal, activity reflection logs, and the recordings of the classroom sessions. Semi-structured interviews were also conducted with 12 students and 16 instructors to get their views about contextual factors, ELF, and ELF materials. All data was analyzed by thematic analysis.

The findings of the study show that ELF materials development was challenging due to the challenge of moving from theory to practice. Moreover, developing ELF materials was time-consuming due to searching for appropriate sources such as audiovisuals on the internet and the need for their adaptation to classroom use. The findings regarding the classroom application show that time-constraint was a challenge in the context. Besides, during the implementation process, the researcher came to several significant realizations that needed consideration such as the need for teacher's content knowledge, increase in L1 use, students' becoming informed rather than aware, the teachability of ELF. The findings also indicate that students voiced several negative

views about the activities such as difficulty to comprehend, speech rate, engaging function, and usefulness. Some materials had drawbacks such as the exposure quantity, length and difficulty of the sources used. However, the findings also indicate that there were also positive aspects. The students' views were dominantly positive about the activities regarding their engaging and informative function, affective factor and contribution to language learning. Besides, the materials had positive aspects, their content's effect on student engagement and promoting critical thinking. The findings also show that the ELF applicability could be challenged by institutional factors, lack of ELF awareness, student profile, and lack of ELF perspective in teaching materials. However, the instructors' and students' support for ELF could be viewed as opportunities for EFL applicability.

Keywords: English language teaching, ELF application, elementary level, autoethnography.

ACKNOWLEDGEMENTS

Conducting a dissertation study is a rough path that brings many psychological and mental ups and downs. At least, this was the case for me. I required lots of guidance to enlighten my research path, lots of ears to listen to me when I was feeling blue, lots of speeches to ease me down when I went mental, and to encourage me at the times I felt quitting. Therefore, I have so many people to acknowledge here because without them I would not have got myself together and dusted myself off to get back in the saddle. Without them, I would not have been able to finish my journey.

I would like to express my most sincere gratitude to my supervisor Prof. Dr. Yonca ÖZKAN for her guidance, patience, and support throughout this study. I will always be deeply grateful for her lots of insightful and invaluable suggestions and her contribution to this study. Besides, she also had to supervise me to help me cope with my gloomy moments. She is the one who kept me in my dissertation path with her friendly approach and considerate attitude. Without her, I would have already quit and this study would not have been completed.

I owe special thanks to Prof. Dr. Arda ARIKAN who is one of the members of my dissertation committee. On my dissertation proposal day, he was the one who suggested that I could conduct an autoethnography. He has always supported me on my autoethnography journey and always provided his time, guidance and invaluable contributions, which makes this thesis layered and unique.

I am also very grateful to Prof. Dr. Zuhal OKAN. Firstly, as a Ph.D. student, I learnt a great deal from her teacher development classes. Secondly, she devoted her time and energy to this dissertation, provided her insightful suggestions, and made generous contribution.

One of the most significant people throughout my doctorate programme has been Prof. Dr. Erdoğan BADA. I feel really lucky to get the chance to know him. He has always inspired me with his high qualities as an academician, and the constructive feedback he gives to his students with his calm and respectful attitude has always affected me. His insightful suggestions for this study are very valuable to me.

I am also thankful to Asst. Prof. Dr. Aynur KESEN MUTLU for devoting her time and energy for this dissertation as a member of the Examining Committee and for her feedback and useful insights she provided during the defense of this dissertation.

I would like to present my special thanks to my supporting participants. I would

like to thank my lovely students who showed great enthusiasm to participate in the study and shared their opinions with me without hesitation. They will always have a special place in my heart and it is my hope that they feel the same way for me too. Also, I would like to thank the instructors who spared their precious time for this study although they had a heavy workload. Without my supporting participants, this study would not have been completed.

I would also like to acknowledge Selin ÇALIŞ. She has always supported and comforted me throughout this study. She had to endure my ups and downs. I will always be grateful for her presence in my life as my best friend. I also want to acknowledge Zeynep YENİGÜN KARA and Deniz DOKUR for their warm and lifelong friendship. The coffee meetings we had with laughter helped me lift my spirit and gave me the energy to go on studying. I am deeply grateful for the cheerful moments we shared.

Finally, I would like to express my heartfelt gratitude to my family. They mean more than anything to me in this world. I love them so much and I am grateful for their unconditional love. They give me compassion, comfort, and happiness whenever I need them. My mom’s meals and my dad’s jokes have been a deadly combo for the thesis stress.

This dissertation study has been supported by Çukurova University Research Fund under the project number SBA-2017-8824. Therefore, I express my sincere gratitude to Çukurova University for providing support for this study.

Sibel SERT

Adana / 2020

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ABBREVIATIONS

BELF: Business English as a Lingua Franca

EFL: English as a Foreign Language

EIL: English as an International Language

ELF: English as a Lingua Franca

ELFA: English as a Lingua Franca in Academic Settings

ELT: English Language Teaching

LFC: Lingua Franca Core

NEST: Native English Speaking Teacher

NNEST: Non- native English Speaking Teacher

SE: Standard English

VOICE: Vienna-Oxford International Corpus of English

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CHAPTER I

INTRODUCTION

1.1. Introduction

This chapter starts with the section which explains the motives for conducting a study on ELF. After that, the chapter presents the reasons behind using autoethnography as a research method and the positionality of the researcher self in autoethnographic research. It, then, presents the background and significance of the study, statement of the problem, aims of the study and research questions, definitions of the key terms, and summary respectively.

1.2. My Reasons for Studying ELF

I became familiar with English as a lingua franca (ELF) during the first year of my doctorate programme in English language teaching (ELT) department at a state university. ELF was my supervisor Professor Özkan's interest of study and it was her from whom I first heard about the notion. However, I did not know anything about ELF and its reflection in ELT at that time. Later on, I came across the concept several times in some doctorate lectures and conferences I attended during the upcoming years of my doctorate programme. However, those encounters with ELF on different occasions were just giving me fragmentary information and thus leaving me with several questions. For instance, the very first thing I remember was about the features grammatical use in non-natives' English such as omission of –s suffix in the simple present tense, the nonstandard use of definite and indefinite articles, or interchangeable use of the relative pronouns which and who etc. I remember asking myself that "if a student uses such features, will I accept it?" Another point I was not able to understand was the consideration of ELF as a variety because I was wondering about if we accepted ELF as a variety, then there would be a lot of varieties of English all around the world. For instance, a Turkish would use it differently from a French and then there would be a Turkish variety and a French variety. While questioning as such, I remember getting confused about which variety needed to be taught in my context and how applicable this would be. Thus, I decided to read about it instead of hearing about it because I wanted

to learn what this perspective was saying to us from first-hand accounts: the ELF scholars. Unfortunately, I had to postpone this ELF reading as I had my doctorate proficiency exam approaching.

Upon passing my exam successfully, I had the process of determining my dissertation topic ahead of me. It was this period when I started reading about ELF. As I continued reading, I realized that ELF topic was getting under my skin because I enjoyed reading about it a lot. I felt that ELF was like an ocean because of its close relation to many different topics such as history, sociology, politics, psychology, and languages. I noticed that there was much more to it than the bits and pieces I heard. On top of all reading about ELF was satisfying my appetite and enthusiasm for social science. This satisfaction caused me to think about studying ELF in the first place.

Moreover, during these readings, it was not difficult for me to relate to the perspective closely as a non-native speaker. Some of my memories were triggered. For instance, once I was introduced by a friend of mine to an American and a Scottish tourist in a café in 2002 in Antalya during the second year of my teaching. The tourists were speaking so fast and differently that I was not able to catch many of their words and understanding them was a complete challenge for me. Throughout the whole conversation, I just struggled for comprehension, so I was mostly silent with a dumb smile on my face and the feeling of embarrassment and panic in my mind. I felt inadequate. I was an English language teacher. How come could I not understand them? What a shame! At that very moment, I just wanted to curl up and die in my inadequacy.

Nonetheless, while reading, I noticed ELF advocates that facing communication problems during authentic conversations with natives or non-natives is very common and natural because ELF communications entail sociocultural and sociolinguistic diversity. For me, the main idea ELF states is that it could be a better pedagogical stance to raise language learners' awareness of the current diversity of English and expose them to this diversity so that learners could know what they might face in authentic conversations. Thus, focusing only on British and American English in teaching contexts may impede such awareness and may cause learners to expect a standard way of communication, the way they are exposed in classes, and as a result of this mono exposure, they can experience communication problems despite their high proficiency levels. For instance, Gnutzmann (2005) states that ELF communications are not based on linguistic standards; therefore, the effort to apply standard-based rules in ELF communications may not guarantee successful communication. In such situations,

negative feelings (i.e inadequacy, embarrassment, frustration) can be experienced. I thought to myself "so true!" These arguments made great sense to me as I had experienced such a situation. This stance is one of the most important reasons why I chose to study ELF.

Besides the aforementioned reasons, another significant aspect of ELF perspective that affected me was its embracing the "Bhinneka Tunggal Ika" state of mind regarding a language in the global sense. "Bhinneka Tunggal Ika" is Indonesia's official slogan, a Sanskrit saying which means unity in diversity. This official slogan emphasizes the perspective that although we do have our differences, we can embrace these differences and see them as richness instead of discriminators. Such a state of mind may naturally help to be aware of differences, and yet try to understand and embrace them instead of labeling them as superior, inferior, good or bad. Therefore, in my opinion, ELF perspective connotes "Bhinneka Tunggal Ika" state of mind and I believe this is where the significance of teaching ELF lies because language is still used as a discrimination tool in today's world. For me, this state of mind reflects the humanistic stance of ELF. This philosophical stance of ELF can highlight the importance of being unprejudiced towards one another. In his monograph, Howard (2006, p. xi) states:

> We are living in a dangerous, confused, and troubled world—a world that needs leaders, educators, and classroom teachers who can bridge impermeable cultural, ethnic, and religious borders, envision new possibilities and engage in personal transformation and visionary action.

In this regard, I believe teachers' perceptions play a pivotal role in their classroom practices because these practices where the teachers' perspectives are embedded shape their students' worldview inevitably. I believe ELF perspective could be a part and reflection of this vision in ELT. Especially in formal education settings, ELF can be a means to create this bridging and transformation mentioned in the quote not only in teachers but also in students. Moreover, teaching is a developmental process and a teacher is given the opportunity of endless becomings each and every day of the profession. Every question posed, every incident encountered could help a teacher reconstruct her perspective as a language teacher. I believe that these reconstructions and becomings are vital aspects of the profession. In this regard, ELF could give me the opportunity to experience a new becoming on my teaching journey. After all, I was one

of many Turkish non-native English speaking teachers (NNESTs) educated in a country where language education is norm-based, and I was a product of this norm-based mindset. ELF could help me question the taken for granted aspects of my perspectives as well as my teaching within this process. As a result of all these reasons I mentioned, I delved into an ELF study to see the possibility of integrating ELF into a norm-based educational setting.

1.3. Autoethnography and the Researcher Self

In Turkey, before a doctorate candidate starts her dissertation study, she presents a dissertation proposal to a committee which usually includes three academics as committee members. According to the doctorate programme regulations of the university, one of these academics has to be the candidate's supervisor. One of two other academics participating in the committee needs to be from the same department where the doctorate programme is being run, and the third member has to be from the same department in another university. In the presentation of doctorate candidate, she explains the main aspects of the intended study such as the aim, the research questions, the research design and participants of the study she plans to conduct. After the presentation, the committee members make necessary suggestions for the proposal and then the candidate starts the research process. Then every six months, a meeting with this committee is held for the development and process of the research. The committee members in my dissertation proposal were Professor Arıkan, Professor Okan and my supervisor Professor Özkan. The member that suggested conducting an autoethnography was Professor Arıkan. He suggested that autoethnographic research would be a better approach to investigate whether ELF was applicable in my context. The reason behind this suggestion was that in the national scope, there was no study showing the application process of ELF together with the materials development phase. Therefore, this process needed to be experienced in a Turkish context to see how such an application would proceed. Besides, there was also the instructor's stance which is vital with regard to in-class applications. Thus, an autoethnographic study could reveal all these significant points embedded within the ELF implementation processes. Professor Okan and my supervisor Professor Özkan also supported this idea and encouraged me for such a study.

Autoethnography is among the qualitative research forms and it focuses on the researcher's life and experiences (Reed-Danahay, 1997). In autoethnographic studies, the subject is the researcher and it displays how the researcher interprets her own experiences as the main data (Ellis & Bochner, 2000). Thus, autoethnographic research is self-reflexive and attempts to find more about the self (Reed-Danahay, 1997). Due to these aspects, conducting an autoethnography could be one of the best approaches for this study as it would provide the opportunity for a NNEST to speak as an insider. With an autoethnographic study, I could take the ownership of my practices to investigate the process and provide a personalized account of it and thus explore to what extent it is possible to integrate ELF into my context through a first-person account. Besides, conducting autoethnographic research could give me the chance to share this journey as a written account regarding not only the triumphs and opportunities but also the disappointments and challenges of ELF integration. In the light of such considerations and with the encouragement of my committee members, a common sense prevailed and thus I started my autoethnographic journey to tell my own story.

1.4. Background and Significance of the Study

The root of the unique status of English functioning as a global language was planted with Britain's colonial expansion with regards to economic and political interests. This expansion created the preconditions for the global use of English (Graddol, 1997; Phillipson, 1992). Followed by the dramatic rise of the US in the 20th century as the world's superpower, the spread of English continued alongside the US influence on the world regarding economic, technological and cultural aspects (Graddol, 1997). It then continued with the people's use and appropriation of English in colonized countries (Brutt-Griffler as cited in Alptekin, 2005). Now, in the 21st century, people can easily establish international communications whenever and wherever they like due to rapid technological developments. These communication scenarios can take place either face to face or online and the majority of this international communication is in English. Graddol (2006), based on worldwide tourism statistics, states that "there were around 763 million international travellers in 2004, but nearly 75% of visits involved visitors from a non-English-speaking country travelling to a non-English-speaking destination" (p. 29).

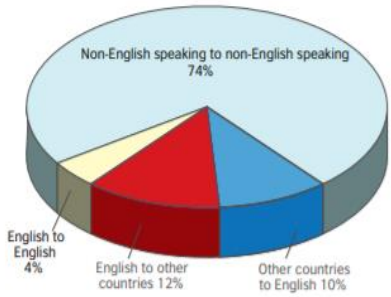


Figure 1. Data derived from World Tourism Organisation
Source: Graddol, 2006, p. 29

According to 2019 statistics of The United Nations World Tourism Organization, there are 1.4 billion international arrivals per year today. Another example is the use of English on online platforms. According to Statista, English is the most popular language used online representing 25.2 percent of worldwide internet users. This statistic indicates the most common language used on the internet is English. Chinese is ranked second with a 19.3 percent share due to the fact that China has the most internet users worldwide.

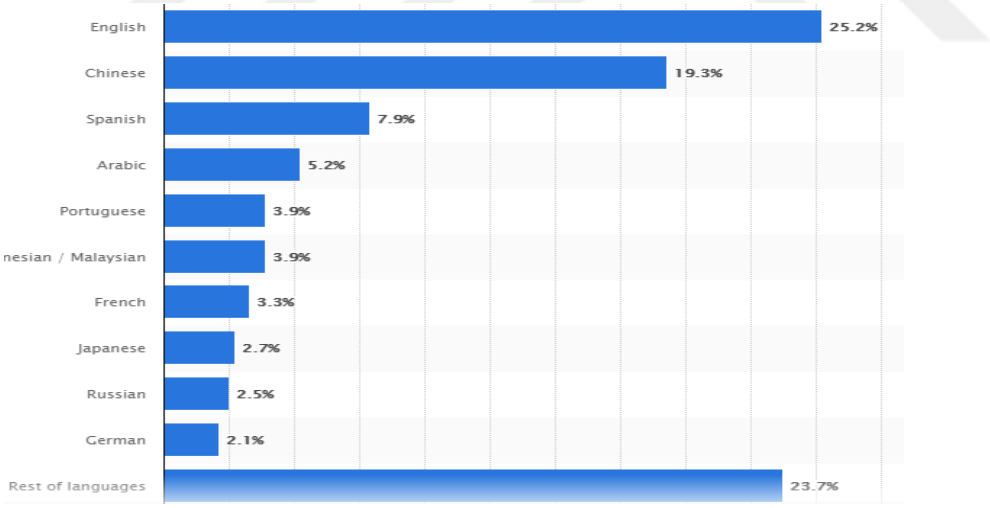


Figure 2. Most common languages used on the internet as of April 2019, by share of internet users
Source: www.statista.com

Such statistics show that English has become the most common means of communication and it has been functioning as the world's lingua franca. As it is widely

spoken among speakers with different mother tongues and cultures, the use of English entails variability, diversity, and multiplicity. Therefore, this complexity existent in the use of English language has arisen some questions in the field of ELT which usually adopts the traditional norm-based approaches that focus mostly on standard British or General American English, namely Standard English (SE). In this regard, some scholars have started to question to what extent the perspective of the norm-based approaches is consistent with today's world and its present-day realities which include numerous communication instances. Thus, such reality has started several debates on teaching ELF.

ELF is defined by many scholars. According to Firth (1995), ELF is the contact language that people coming from different mother tongues use when communicating with each other. Jenkins (2009) defines it as "English as it is used as a contact language among speakers from different first languages" (p. 142). Seidlhofer (2011) proposes another ELF definition that indicates "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 recent studies, especially since 2008, ELF is described as a perspective. From ELF perspective, it is stated that the English language used by non-native speakers of English involves various features depending on the contexts and interlocutors that are sociolingually and socioculturally diverse. Therefore, ELF, as its foundation, reflects the idea that norm-based approaches may not guarantee effective and successful communication in multicultural contexts as individuals bring different aspects (i.e. the characteristics of their mother tongue, local culture, and background knowledge) into these communications and their use of English. In this regard, ELF acknowledges the complexity and variability of these communications, language features that non-native speakers utilize, and thus it advocates the importance of raising ELF awareness in language education policies, teaching education programmes, classroom materials, curriculum and syllabi, and in-class applications (Bayyurt & Sifakis, 2013a, 2013b; Jenkins, 2006; MacKenzie, 2014). Nonetheless, ELF has created debates in the field, especially during its first phase. In this phase, ELF was tried to be defined as a variety and as a result of this, it was perceived as a notion that objected to Standard English and its teaching. However, especially in its third period, as mentioned above, ELF is seen as a perspective that situates itself in the global Englishes paradigm (Jenkins, Cogo & Dewey, 2011) as a complementary perspective to the current ELT

approaches. It can be perceived as an enriching concept rather than a contradicting one. By perceiving it so, ELF can highly contribute to ELT.

As Kohn (2016) indicates the suitable approach for ELF in ELT can be the principle of teaching for ELF, rather than teaching ELF. In this regard, this perspective aims to create a language education reflecting the sociocultural and sociolinguistic diversity of the English language used around the world (Grazzi, 2015). Hence, raising students' awareness of these realities is considered significant. As Dewey (2014) states that efficient and effective communication, especially in such diverse situations, can be established by "speakers' ability to be sensitive to the speech of their interlocutors and the ability to adapt language forms effectively" (p, 16). In this regard, ELF is "… neither a matter of selecting linguistic features that ought to be given priority in syllabi and materials, nor of choosing between international varieties … or an established variety" (Lopriore and Vettorel, 2015, p.17). The major purpose of the ELF perspective can be regarded as embracing a pluralistic view with regard to teaching English in order to be successful in communication especially in international situations with diverse cultures. The rationale behind the advocacy for such adaptation is that especially in this digital era learners of English try to function in situations where they easily come across different communication scenarios. Their interlocutors can be natives or non-natives. Therefore, both teachers and learners can be made aware of ELF and ELF-related issues. Also, materials and tasks where ELF is embedded can be integrated into classroom practices (Dewey, 2014) so that the perspective traditional ELT holds may become compatible with the sociolinguistic and socio-cultural realities of English language use in today's world.

Nonetheless, being a developing research area, there is little ELF research (Fedderholdt, 2001; Hino & Oda, 2005; Ke & Cahyani, 2014; Leong & Dodge, 2015; Rose & Galloway, 2017; Sert & Ozkan, 2018) about in-class activities that are used and implemented in the educational contexts, especially in countries where English is primarily taught and learnt as a foreign language. Some scholars have suggested frameworks that may guide teachers in the classroom. For instance, Dewey (2012) suggested a "post-normative approach". This approach suggests being selective about the norms to be included in the classroom through reflective thinking. It is thus significant to help teachers "to develop a more rationalized, informed perspective on the (de)merits of selecting language norms in the classroom" (p. 166) as every teaching context differs. Some scholars, on the other hand, states that its teachers' decision to

determine whether ELF is relevant to their contexts. On the issue, Jenkins (2012, p.492) states:

> And so we return to the classroom, although not in order for me to provide specific pedagogic recommendations. For ELF researchers have always been careful to point out that we do not believe it is our place to tell teachers what to do, but that it is for ELT practitioners to decide whether/to what extent ELF is relevant to their learners in their context. ELF researchers have also always argued in favour of learner choice as to which kind of English to aim for (a choice which, it has to be said, often is not available in traditional EFL classrooms). All they ask is that learners are presented with the sociolinguistic facts of the spread of English around the world before they make their choice.

However, because ELF literature does not provide a specific theory, methodology or technique for materials development regarding in-class practices, studies on ELF especially for its application in the actual classroom setting is a gap in ELF literature. Therefore, this study aims to fill this gap by developing ELF materials and implementing them in a norm-based classroom via autoethographic research. Trying to move from a perspective to its practice in my educational context may present the opportunities and challenges in the process. By constructing an ELF-informed classroom through my own understanding in my own setting, this study can provide some insights for applied linguistics and teacher professional development areas regarding ELF, especially in similar contexts.

1.5. Statement of the Problem

Although the communications in English are complex and variable, some scholars state that assumptions on which traditional norm-based ELT is based on are widely monolithic. The problem with such assumptions is that it may lead both teachers and students to believe that the English language is uniform and stable with clear boundaries, and form. When these views underlie ELT practices, both teachers' and learners' ontologies of English may very well be monolithic, and a monolithic mindset may create a tenacity of an incomplete view in teaching and learning. This can promote the idea that there is only one correct or one standard way to use the English language (Matsuda, 2003). For instance, one of the findings of Bektaş-Çetinkaya's study (2009) can be shown as an example of such monolithic assumptions. The study was conducted

at a Turkish university with 15 participants. These participants were the students who were studying English in preparatory classes in the foreign language school of that university. The researcher investigated the participants' perceptions of English as an international language in the study. The findings of the study have shown that the participants acknowledged that English has a status as an international language in today's world. However, the standard variety, namely British and American English, was the only variety they heard of. Some studies have also indicated the misconceptions in learners' minds about the present-day position of English in the world. For example, a study conducted by Matsuda (2003) with 33 Japanese high school students has revealed that the participants believed that English is used predominantly in the UK and the US. In addition to these studies, an interview study conducted by Drummond and Haddon (2006) with six Japanese university students has revealed that all the participants mentioned inner-circle countries when asked where English speakers come from.

Hall, Wicaksono, Liu, Qian & Xu (2017, p.2) state that a general assumption that "… the English language, and especially the grammar of English, exist as monolithic entities, which are learned as a unified subject derived from a native-speaker ideal, rather than constructed in multiple versions as locally-modulated communicative resources" is held by many. In this regard, such assumptions can be alienating for both teachers and learners who may themselves have non-standard use. Llurda (2009, p. 129), states that this has the effect of "reducing non-native speakers to perennial language learners and depriving them of recognition as legitimate language users". For instance, Ren, Chen, and Lin (2016) conducted a study in which they explored the perceptions of 400 students studying at two different universities in Taiwan and China. Mandarin Chinese was the mother tongue of the participants. The findings have shown that the participants were cognizant of the fact that they were not able to speak English as the natives do. Nonetheless, they still chose to develop a native speaker accent. This study also showed that the monolithic mindset in norm-based language education can set an end goal for learners to aim for native-like competence. The problem with setting such a goal is debated as it is questioned whether a native-like competence is indeed attainable. For instance, Cook (1999) states that the goal of native-like competence may never be reached by learners in an absolute manner. On the other hand, according to Phillipson (1996), a non-native speaker can gain most aspects of a native speaker when given effective training. However, Medgyes (1992) states that many elements of

linguistic competence can be a serious challenge for non-native speakers. In this regard, as Lee (2005) states, if the native speaker model is not achievable in language learning, perhaps, it should be re-evaluated and revised to create models that are achievable by language learners.

When all aforementioned studies and views are considered, the concept of ELF and its integration into ELT is said to contribute to a change in monolithic mindsets and ontologies both teachers and learners hold and thus may result in setting rather attainable goals in language learning and teaching. It is indicated that there is a need to re-examine the traditional assumptions of both teachers and students. In this regard, it is suggested that ELF implications for teaching and learning English should be considered by teachers due to the dominance of normative assumptions regarding teacher education, language policies, classroom applications, and materials (Jenkins, 2006; Yano, 2001). This dominance in the field is shown in some ELF studies. For instance, some researchers (Matsuda, 2002; Vettorel & Lopriore, 2013) have examined the content of the textbooks used in classrooms. Matsuda (2003) indicates that English is still represented as a language that belongs to and spoken in inner circle countries such as the US, the UK, and Australia. Besides, the cultural topics and characters in textbooks are dominantly from these inner-circle countries. Although there is the promotion of cultural and intercultural awareness lately, aspects regarding non-native speakers as well as tasks and materials reflecting a pluralistic view are still absent. However, a strong pedagogical focus on monolithic English may not be compatible with many learners' needs in a world where multiple Englishes have become increasingly apparent. In this regard, a need to move from the monolithic to the pluralistic model has been vocalized for quite some time.

Although such a need is vocalized in the literature, ELF research does not provide definitive rules, techniques or a methodology for in-class implementations. There are no definitive ways for teachers regarding practical applications in the classroom. Moreover, there are not any definitive criteria about how an ELF material should be. In this respect, there is vagueness and a gap in ELF literature with regard to materials and in-class practice. However, in my opinion, advocating ELF integration saying that it is necessary to create a pluralistic view in our language teaching and then leaving the teachers on their own about the issue in practice is not the correct approach to ensure wide acceptance of ELF integration in the ELT field. In this regard, I, a language teacher working in a traditional ELT context, aim to set off my

autoethnographic journey to explore the possibility of ELF integration into a norm-based classroom. In order to do so, the current study includes developing ELF materials, their applications as extracurricular activities in a traditional ELT classroom and exploring the views of students as well as instructors. Hence, revealing the benefits and challenges of all these facets of the process could provide some insight for teachers, especially in similar contexts.

1.6. Aims of the Study and Research Questions

This study aims to investigate the possibility of ELF implementation in a Turkish norm-based context via an autoethnography so that it can tell and share an insider's story from her own perspective. In this regard, the current study includes the process of developing ELF materials and their implementation as well as the exploration of students' and instructors' views. The following research questions guided this study:

1. What are the researcher's experiences about the application of teaching English as a lingua franca in terms of:

a) ELF materials development

b) classroom applications

2. To what extent is teaching English as a lingua franca applicable in a Turkish norm-based context?

Under the guidance of my research questions, I have given a personalized account of the process of my attempt to implement an ELF perspective into a norm-based ELT context. By conducting an autoethnographic study, I have aimed to delve into the self and the research context firstly to explore my experiences in terms of ELF materials development and their classroom applications which last 12 weeks with 13 ELF activities. Secondly, I have aimed to explore the possibility of ELF application in a Turkish norm-based context based on my experiences as well as my supporting participants' voices. In order to seek answers to my research questions, I have used both primary and supplementary data sources. The primary data source I have used was my researcher journal where I kept the records of self-reflexive interpretations of my experiences. The supplementary data sources that have been included were the ELF activities prepared by the researcher, activity reflection logs given to the students at the

end of ELF activities, and semi-structured interviews conducted with students and instructors.

1.7. Definition of Key Terms

The definitions given here aim to give an overall idea to the reader about the key terms I used in this study. For more elaborate definitions, the whole thesis should be consulted.

a) Autoethnography: This dissertation is autoethnography whose focus is on researchers' lived experiences (Reed-Danahay, 1997). In autoethnography, the subject is the researcher herself and the data is her interpretation of her own experiences (Ellis & Bochner, 2000). Besides, autoethngoraphers can also include interviews, documents, artifacts and as such into their studies. As it is categorized within the qualitative research tradition, the interpretivist research paradigm which explores views and experiences in naturalistic settings is the stance of the study (Denzin & Lincoln, 2005). Arıkan (2018), who conducted an autoethnographic study (Arıkan, 2015) focusing on theory and practice of teaching young learners, states that the process of an ethnographic study can be completed in five phases in its simplest form. These phases are perceiving, analysing, describing, interpreting and publishing. However, Arıkan notes that these phases should not be considered linear. They can take place synchronously and often times they both overlap and change their order. Ellis (2007) states that "Doing autoethnography involves a back-and-forth movement between experiencing and examining a vulnerable self and observing and revealing the broader context of that experience" (p. 14). Nonetheless, while telling about experiences, autoethnographers are required to tell their stories abiding by the requirement of qualitative research. They have to use the methodological tools and research literature.

b) English as a Lingua Franca (ELF): Seidlhofer (2011, p.7) 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". It is the English used as a contact language among speakers with different mother tongues and involves various features depending on the contexts and users that are sociolingually and socioculturally diverse. In the teaching arena, ELF perspective may have a lot to contribute as the foundation of this perspective reflects the idea that norm-based approach may not guarantee an effective and successful communication in multicultural contexts as

individuals bring characteristics of their mother tongue, local culture and background knowledge into their use of English. Its main principle is to create an education reflecting the diversity of English in today's world in terms of sociocultural and sociolinguistic aspects (Grazzi, 2015). As Lopriore and Vettorel (2015) state "ELF is … neither a matter of selecting linguistic features that ought to be given priority in syllabi and materials, nor of choosing between international varieties … or an established variety" (p.17). In this regard, ELF perspective acknowledges the features of non-native English and states the importance of raising awareness in language classes about effects of mother tongues, cultures, variations of usage and discourse in English language use in today's world (Bayyurt & Sifakis, 2013a, 2013b; Jenkins, 2006; MacKenzie, 2014). Cogo (2012) states that "ELF is about awareness and choice - making students aware of different ways of speaking English, of language variability and change and about offering choice to them, i.e. they can choose to speak like native speakers when and if they want to, but they may want to speak ELF and in certain situations" (p. 104). Since the ELF perspective highlights the significance of awareness and choice, it can be seen as a complementary concept to English language teaching.

c) English language teaching (ELT): In this study, English Language Teaching, or ELT, refers to the activity and industry of teaching English to non-native speakers and usually adopts native speaker norms and the standard varieties of English as its basis as well as the goals of teaching and learning.

d) Standard English: It is not easy to define the term Standard English. Nonetheless, McArthur (2003, p. 442) states that Standard English has "at least three identifying characteristics: 1) It is easiest to recognize in print because written conventions are similar worldwide. 2) It is usually used by news presenters. 3) Its usage relates to the speaker's social class and education." The term SE in this dissertation represents British RP English and General American English that are mostly taught and learnt in English language classrooms in most countries.

e) Traditional / Norm-based approaches: In this study, this terminology represents the approaches adopting English as a foreign language paradigm which is a part of the Foreign Languages paradigm. This paradigm owns a perspective that is based on native speakerism. In this regard, non-native speakers are anticipated to participate in communications mostly with native speakers. Therefore, it is advocated that the goal learners need to attain is native-speaker competence. In this regard, the differences from the native models are viewed as signs of incompetence. Besides, variations of the

language are perceived as deviations from the norms of native varieties. In a nutshell, the approaches focusing on this paradigm expect the non-natives to conform to the norms of native variety, namely Inner Circle norms (Kachru, 1991), and thus they mostly own and impose a monolithic ontology of English.

f) Turkish norm-based context: In this study, Turkish norm-based context refers to the English language teaching classrooms in Turkey where language teaching and learning are based on traditional/ norm-based approaches that take the norms of standard English (British RP English and General American English) in its centre especially by utilizing classroom materials such as coursebooks of certain publishing houses where British and American cultures are dominantly taught and on which assessments are based.

g) Non-native English Speaking Teachers (NNEST): The English language teachers who learned English as a second or foreign language.

h) University Preparatory Students: In Turkey, universities have School or Academy of Foreign languages where general English courses are provided for the newly enrolled undergraduate students who have inadequate proficiency in English for their departments. These general English courses at School or Academy of Foreign languages are named as preparatory courses and they last for a year before the students begin their department in different faculties (i.e. food/electric electronics engineering, architecture, city and regional planning, public administration, tourism administration, business administration). The reason for these courses is that in some faculties some of the department courses are given in English. In this regard, the students need to have a certain level of proficiency in English before they can start their first year in their departments. Therefore, they take a proficiency exam just before the academic year begins. In the state university where this study was conducted, the students needed to get over 60 or 65 out of 100 depending on their departments. The ones who scored fewer had to attend the preparatory classes which started from the elementary level. These classes provided 20 hours of English lessons per week throughout the academic year which lasted for 28 weeks. In this dissertation, the student participants were undergraduate students in an English preparatory classroom where a general English course was provided based on a British publishing coursebook for two terms. The participants used the elementary coursebook in the fall term and pre-intermediate coursebook in the spring term.

1.8. Summary

This chapter has started with the section that explains the process that motivated the researcher to conduct a study about English as a lingua franca. After this section, the reasons behind conducting autoethnography research and thus the positionality of the researcher self has been explained. After presenting the background and the significance of the study, the statement of the problem, the aims of the study and research questions have also been explained. Lastly, the definitions of several key terms used in the dissertation have been presented.

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter presents a historical overview of the related literature and primary inquiry areas of the current study. By doing so this particular chapter aims to provide readers with a comprehensive basis regarding the theoretical background of this study for a better understanding. In this respect, the chapter not only describes ELF phenomenon and the pedagogy of ELF but also reviews the historical background of Critical theory as well as its intersection points with ELF because these theories form the theoretical framework of this dissertation.

2.2. The Spread of English

Today, we live in an interconnected globalized world due to rapid technological developments. In this world, English is the global language that serves as a tool of communication for millions of people with different sociolinguistic and sociocultural backgrounds. The cause of this widespread use has nothing to do with the language itself. The migration of English around the world has its roots in the historical and political influence of two powerful countries, Britain and the US. The present-day status of English is primarily the historic result of two factors related to these countries: the expansion of British colonial power which reached its peak towards the end of the nineteenth century and the emergence of the United States as the leading economic and political power of the twentieth century (Todorova & Todorova, 2018). British colonialism which was the first step of the expansion of English across the world began in the 16th century and the language became a tool of imperial expansion. English and ELT were used to reinforce the British rules in colonial countries (Spichtinger, 2000). This colonial education policy resulted in the spread of English throughout many countries and thus English gained a special place in the history of these countries. As Crystal (1997, p. 7-8) states the key to the popularity and the success of a language is simple:

> The history of a global language can be traced through the successful expeditions of its soldier/sailor speakers. And English…has been no exception.

> But international language dominance is not solely the result of military might. It may take a militarily powerful nation to establish a language, but it takes an economically powerful one to maintain and expand it.

Although Britain had been the greatest political, economic and industrial power in the world in the 18th and 19th centuries, in the early 20th century another country got onto the world stage powerfully emerging as an economic and political superpower: the USA. Especially, since the 20th century, the United States has been influencing the world as the economic, military power and technological power. After World War II and particularly the computer revolution began all over the world due to American technology in the 1980s and 1990s contributed to the spread of English throughout the world in the modern world. As a result of these historical processes, English has become a global language in the last fifty years, being the official language of many international companies, industries, organizations as well as the language of the Internet.

Some figures from around the globe can give a picture of the status of English in today's world. According to English Effect Report of British Council (2013), it is estimated that two billion people will be using English or learning to use it by 2020 as a native, second or foreign language throughout the world. Besides, 75 countries recognize it as an official or semi-official language (Todorova & Todorova, 2018) and according to History of English, it is one of the official languages of 85% of all international organizations such as United Nations. About one-third of international organizations such as EFTA and ASEAN use English only. However, this number rises to almost 90% among Asian international organizations. In Europe, nearly 80% of children in their primary years are learning English. Furthermore, it is stated that more than two-thirds of the world's scientists read in English; three-quarters of the world's mail is written in English and 80% of the world's electronically stored information is in English (Todorova & Todorova, 2018). When all these facts are considered, it is inevitable to call English the global language, a language that is learned and spoken internationally by millions of people with great geographical distribution and for various purposes such as science, technology, formal and informal international relations, business, education, and entertainment.

2.3. The Emergence of the Notion of English as a Lingua Franca

Cambridge dictionary defines lingua franca as a language used for communication between groups of people who speak different languages. Thus, many languages such as Aramaic, Latin, Portuguese, and Malay have existed and served as a lingua franca until now at different times and places throughout human history (Ostler, 2005 as cited in Jenkins, Cogo & Dewey, 2011).

In today's world, English is used as the lingua franca that enables humans to communicate with each other as it functions as a mother language, second language and foreign language in many countries. In this respect, Kachru (1985) proposed three circles -inner, outer and expanding- representing how English is used throughout the world by taking into account the historical context of English, the status of the language and the functions in various regions. According to Kachru, the inner circle includes the native English-speaking countries such as England, USA, and Canada. The outer circle consists of the former colonies such as India, Africa, and Nigeria and finally Expanding Circle includes countries such as China, Japan, and Turkey, which are affected by Western and where English is becoming an important language in business, science, technology, and education.

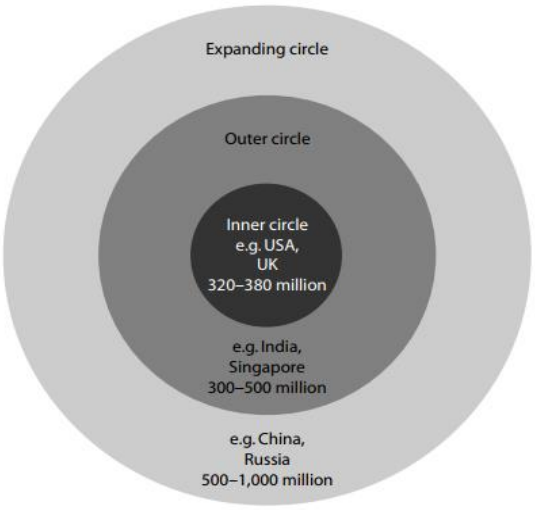


Figure 3. The three 'circles' of English
Source: Crystal (2003, p.61)

However, Kachru then revised his model in 1991 as the previous one places inner circle users in the center, which represents them as norm provider and "the perfect

place for the correctness of the language and English language teachers" as well as "the providers of English language goods and services" (Al Mutairi, 2020, p.86). In his revised model, it is stated that the revised model highlights the equal role and status of each country and variety (Kachru, 1991).

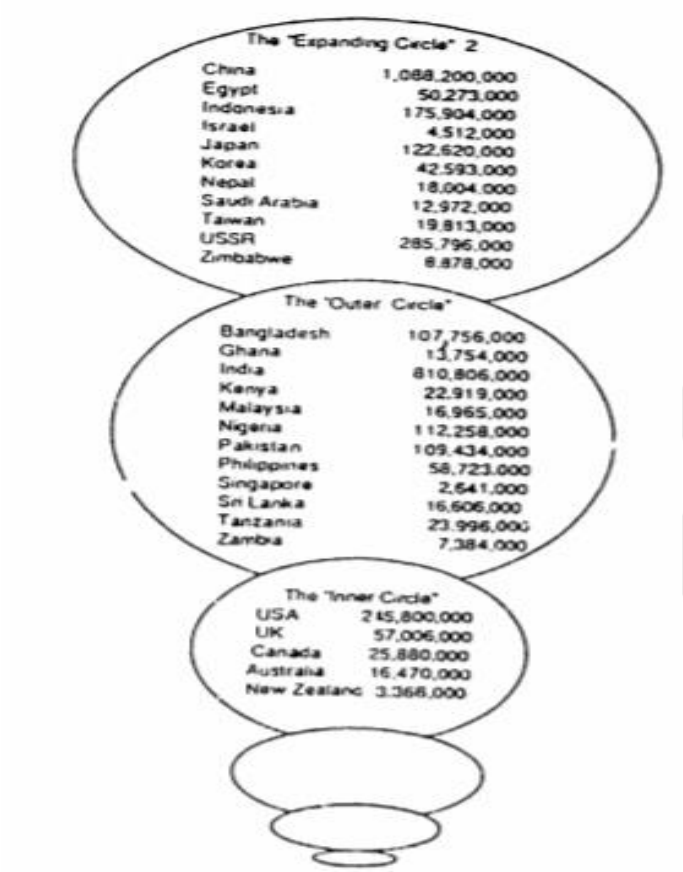


Figure 4. Kachru's revised model for three circles
Source: Kachru (1991, p. 179)

As aforementioned, because English is used among people who speak different languages as a medium of international or intercultural communication across lingual borders in the modern everyday life, the term lingua franca is now applied to English terminologically in global terms, English as a lingua Franca (ELF). ELF has been defined by different scholars so far. For instance, Firth (1995) indicates that ELF is a contact language used by people that have different mother tongues in order to communicate. Similarly, Jenkins (2009) defines it as "English as it is used as a contact language among speakers from different first languages" (p. 142). Finally, Seidlhofer (2011) gives another definition of ELF which is "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). For Mortensen (2013) ELF is the use of English in a lingua franca scenario and for Cogo (2015, p.2) ELF can be seen as a "…flexible, co-constructed, and therefore variable, means of communication". According to Sifakis and Tsantila, (2019, p. 1) ELF, in its simplest form, mainly refers to:

"… the function of English as a contact language in communications involving primarily non-native users of English from various international, multilingual and heterogeneous settings, to which each user brings a variety of English that he or she is most familiar and comfortable with and employs various strategies in order to communicate effectively."

ELF literature and ELF studies cover a wide range of topics. In this regard, there are some key concepts that require explanation with regard to ELF. One of them is the ownership of English which has a long history. Decades ago, at the TESOL Convention in Atlanta in April 1993, Henry Widdowson's plenary, The Ownership of English, attracted great attention in the field. In his plenary, Widdowson (1994) quoted a Nigerian writer named Chinua Achebe. Achebe (1975, p. 62) stated:

> I feel that the English language will be able to carry the weight of my African experience . . . . But it will have to be a new English, still in communion with its ancestral home but altered to suit its new African surroundings.

Upon this quote, Widdowson (1994) stated that language is a creative act through which people express their varying perceptions of reality by drawing on linguistic resources, which was expressed by the Nigerian writer as carrying the weight of his African experiences. These experiences, as stated by Widdowson (ibid.), are far from its origin and thus result in creating a new English that is developed locally that is both communion with and far from its origins. As Widdowson (1994, p.385) states:

And this point applies to all other new Englishes which have been created to carry the weight of different experience in different surroundings […] They are all examples of the entirely normal and necessary process of adaptation, a process which obviously depends on nonconformity to existing conventions or standards […] How English develops in the world is no business whatever of native speakers in England,

the United States, or anywhere else. They have no say in the matter, no right to intervene or pass judgement. They are irrelevant. The very fact that English is an international language means that no nation can have custody over it. To grant such custody of the language, is necessarily to arrest its development and so undermine its international status. It is a matter of considerable pride and satisfaction for native speakers of English that their language is an international means of communication. But the point is that it is only international to the extent that it is not their language. It is not a possession which they lease out to others, while still retaining the freehold. Other people actually own it.

Norton (2017) states that in recent studies, a greater focus has started to be given on multilingualiasm and transnationalism with regard to the ownership issue. From an ELF perspective, due to the fact that English has now become the global language, it belongs to everybody and is shaped by everyone (Seidlhofer, 2005). Therefore, no ownership can be claimed on it. In this regard, Kohn (2015) has introduced us with *my English* concept stating that individuals construct and shape the language and such a construction process involves influential aspects such as social factors, individual experiences, the place where people come from and so forth. According to Kohn (ibid.) this process is what establishes everyone's ownership and thus makes them the legitimate owners of the language.

The changing shift with regard to the ownership has created increasing attention to ELF and its implication for identity as well in applied linguistics field (Norton, 2017). The identity topic also has a long history just like the ownership issue. The concept of identity and the native speaker myth also started to be in the center of debates during similar years. Phillipson (1992) introduced the term *native speaker fallacy*, which is also another key concept in ELF studies. Native speaker fallacy refers to the perception which views native English speaking teachers (NESTs) as the ideal teachers to teach English. The reasons behind this assumption are that NESTs are believed to be superior due to the position of native speakers as norm providers and they are believed to know Western methodology in teaching better than NNESTs. Holliday (2015, p.12) states that this concept was "explicitly constructed in the 1960s as a saleable product to support American and British aid trajectories". In this regard, the term coined by Phillipson (ibid.) is related with the notion of native speakerism which was created explicitly and which Holliday (2015, p.12) calls "vested interest" that aims to idealize NESTs as a representative of Western culture that is the source of English and its teaching

methodology. According to Holliday (2018, p.2) native speakerism is "neo-racist" as firstly "race is implicit in the cultural Othering of 'non-native speaker' teachers. It is now established within critical sociology that any description of 'other cultures' that defines and predicts how people are going to behave is in fact racist." Secondly, he (ibid.) states that "native-speakerism is evident in the discriminatory employment practices that go far beyond the English-speaking West, where all types of language teaching institutions and their 'customers' commonly show an albeit mistaken preference for 'native speaker' teachers".

From an ELF stance, such dichotomy cannot be accepted because ELF perspective highlights the legitimacy of the non-native speakers and their ownership of the language. Especially, the monolithic perspective stemming from the native speaker ideal has been challenged since such perspective have the potential to ignore the existence of non-native speakers and the communicative resources they construct (Hall, Wicaksono, Liu, Qian & Xu, 2017) and thus can make not only teachers but also learners feel "foreign" and alienated due to their non-standard uses. This situation can prevent non-natives from seeing themselves as legitimate users (Llurda, 2009). Besides, categorizing teachers creates inequality and discrimination in the profession because such a dichotomy is not based on the competencies teachers have (Houghton & Rivers, 2013; Maum, 2002).

As for studies regarding English, ELF is one of the diverse yet overlapping research areas along with World Englishes, English as an International Language (EIL) and Translingual Practice under the umbrella term Global Englishes (Galloway & Rose, 2015). However, Jenkins, Cogo and Dewey (2011, p. 282) state that research into ELF is a relatively recent activity because the studies conducted under the name of English as an international language at that time especially before the millennium did not attract the interest of majority as it does now:

> [...]the field of ELF, or ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL) as it was also known at the time (and still is occasionally), thus remained a minority interest, with only occasional independent discussions of the phenomenon being published between the late 1980s and late 1990s … and with little consistency across their approaches

Nonetheless, after the millennium, during the first decade of the 2000s, the interest in ELF increased due to the attention given to Jenkins' (2000) and Seidlhofer's

(2001) studies. These two studies became landmarks and created a turning point for ELF focus in the literature. In her study, Jenkins (2000) explored the phonological features in non-native spoken interaction with regard to *intelligibility* which is also another key concept in ELF literature. Intelligibility is said to be "focusing on words" (Jung, 2010, p. 141), and defined as "recognizing an expression" (McKay, 2002, p.52) different from comprehensibility which is "focusing on meaning" (Jung, 2010, p. 141). However, Isaacs (2008a) states that a universally accepted definition of intelligibility does not exist, so sometimes intelligibility and comprehensibility can be used interchangeably or sometimes intelligibility can be used as an umbrella term (McKay, 2002). Berns (2008, p. 329) states:

> […] [communication] is between two (or more) individuals who bring their own experiences with English, their own attitudes toward English and English speakers (whether Inner, Outer, or Expanding Circle), and their own cultural norms—all of which impact the outcome of the interaction. […] communication is a two-way street […]. Each [speaker and listener] carries the responsibility to be understood; each must make an effort to understand.

When the fact that English is used by millions of people throughout the world as an international lingua franca is considered, the concept of intelligibility becomes significant in those interactions. As mentioned previously, Jenkins (2000) study became one of the landmarks of ELF studies as she (ibid.) collected phonological data from spoken interactions of non-native speakers to explore the aspects that have the potential to create problems in intelligibility with regard to phonology and thus identified some core and non-core aspects which she named Lingua Franca Core (LFC). At the end of a five-year study of empirical data, the possible intelligibility problems based on deviances from the native English pronunciation especially in multicultural contexts were explored and the pronunciation features in ELF discourse that were considered relevant and irrelevant for mutual intelligibility in ELF communications between non-natives were revealed. As for some examples, in LFC, whole consonants are necessary except /θ/ and /ð/ because these two sounds were considered as unproblematic for intelligibility on the contrary to traditional EFL syllabi. It is stated that /f/ and /v/ sounds are sometimes used by the speakers as a substitution for /θ/ and /ð/ sounds without harming the intelligibility. Another example is the importance given to the pronunciation of /r/ sound as rhotic /r/ used in American English rather than its non

rhotic version. LFC also highlights the significance of consonant clusters, vowel length distinctions, and nuclear stress for intelligibility. It is also stated that dark /l/ can be substituted by light or clear /l/, which does not damage intelligibility. Word stress, stress-timing, exact vowel quality except /3:/ sound and L2 consistent regional qualities, weak forms, and pitch movement are some samples for the features that were revealed as ineffective for intelligibility. By using these features, Jenkins (2000, 2002) suggested that native pronunciation of English may not be the best or advantageous in ELF contexts as teaching all of the native-speaker features and setting the goal for learners to imitate all these features as close as possible to native speaker pronunciation may not be necessary for ELF, which caused a startle in the field and have been hotly debated and majorly misunderstood (Jenkins, 2009). The significance of the intelligibility issue with regard to ELF literature is considered from the perspectives of English language use as an international lingua franca by its speakers. Therefore, one of the study areas that ELF focuses on is pragmatics where accommodation practices and negotiation of non-understanding between especially non-native speakers are scrutinized.

Soon after, Seidlhofer (2001) stated in her article that although the use of English as a lingua franca was different from native speakers' norms, very little empirical research had been conducted regarding the contemporary use of English throughout the world and native speaker norms were still considered the only valid target for learners. Thus, the first ELF corpus project the Vienna-Oxford International Corpus of English (VOICE) was announced in the article. With the help of this corpus, ELF lexicogrammar could be collected and described. From the studies on this corpus, Seidlhofer (2004) determined some lexicogrammatical features that seemed not to be causing any communication problems among non-native speakers such as the absence of 3rd person –s in present simple tense, incorrect use of who and which relative pronouns, making uncountable nouns countable, using is/isn't it/no ? for all question tags, use of morphemes i.e. boringdom and so forth.

The studies by Jenkins (2000) and Seidlhofer (2001) provided a kick-start for the ELF studies. After VOICE, another corpus, English as a Lingua Franca in Academic Settings (ELFA) was established by Mauranen (Mauranen, 2003). Jenkins, Cogo and Dewey (2011, p. 299) state:

The ELFA corpus […] [which] has over a million words […] [now enables researchers] to investigate and demonstrate the way English operates in academic lingua franca settings, in its own right rather than against some 'standard' academic English

predicated on the way native English academics, a tiny minority of global academia, choose to speak (and write).

Many other corpus-based studies regarding academic settings were also conducted (Ammon, 2007; Haberland, 2011; Jenkins, 2011; Ranta, 2006). Some other researchers such as Bjorkman (2008, 2009) displayed that many lexical and grammatical features are shared in academic ELF settings. Another important study was conducted by Walker (2010). It was published with the title of Teaching the Pronunciation of English as a Lingua Franca as a guiding book for teachers, who might wish to adopt an ELF approach for pronunciation teaching in their classes.

In addition to corpus, pronunciation and intelligibility studies, pragmatics is another significant study focus in ELF literature. ELF pragmatic research has covered the negotiation of non-understanding, the use of interactional features, discourse markers, and code-switching (Seidlhofer, Breiteneder & Pitzl, 2006). One common finding in empirical studies of ELF pragmatics where data gathered from various contexts such as phone conversations, face-to-face communication in business or academic settings (Jenkins et al., 2011) was that misunderstanding happens less frequently when compared to native speaker communication. In addition, it was observed that ELF interlocutors display a high degree of interactional and pragmatic competence with regard to how they show non-understanding, and yet provide enough information to their interlocutors. In some pragmatics studies (Cogo, 2009; Mauranen, 2006; Lichtkoppler, 2007; Watterson, 2008) some common strategies used in various contexts were identified. For instance, repetition, clarification, and self-repair were observed to be the most frequently used ones for mutual understanding (Mauranen, 2006). Accommodation has also been studied in ELF pragmatics. Accommodation is speech convergence which is the regulation of communication in order to appear more like each other instead of maintenance a behavior and discourse. Thus, accommodation is related to adjusting speech in different ways in order to facilitate communication (Cogo, 2009). Studies have shown that successful ELF communication requires "adaptive accommodation skills along with appreciation and acceptance of diversity" (Cogo, 2009, p. 270).

Business and higher education have also been popular study topics in relation to ELF (Jenkins, Cogo & Dewey, 2011). Many business ELF (BELF) studies (Ehrenreich 2009; Kankaanranta & Planken, 2010; Koester, 2010a; Koester, 2010b; Pitzl, 2005; Rogerson-Revell, 2008) have explored accommodation. These studies found out that

BELF speakers accommodate in various ways so that they ensure understanding and thus communicate efficiently. Besides, according to these studies, accommodation practices are primarily important rather than native-like grammar or pronunciation (Kankaanranta & Planken, 2010). Furthermore, during spoken interactions within the companies, native speaker correctness is not seen that important; however, when it comes to writing, native-like competence has a significant role as it is considered prestigious with regard to transmitting a certain corporate image (Ehrenreich, 2010). It was found out that native speakers are particularly problematic in international business communication due to the difficulty in understanding them when compared to other varieties (Charles & Marschan-Piekkari, 2002; Sweeney & Zhu, 2010). Native speakers are successful in accommodating to non-natives only to some extent as natives seem to adopt effective accommodation strategies only partially (Sweeney & Zhu, 2010). Some of the studies investigated the communication in emailing within the companies (Louhiala-Salminen, Charles & Kankaanranta, 2005; Kankaanranta, 2006), in some others, the role of small talks as well as humor have been scrutinized (Pullin-Stark, 2009, 2010), and some studies have concentrated on the teaching of English for international business communication (Kankaanranta & Louhiala-Salminen, 2007).

As can be seen, ELF research has developed and expanded remarkably. Many studies have been conducted starting by focusing on forms in the initial times and then beginning to include pragmatics, business, and academic settings. In addition to these research foci, another significant area of study regarding ELF is the context of English language teaching.

2.4. ELF Research and English Language Teaching

ELF research and discussions have raised several questions about some beliefs, perspectives, and theories in English Language Teaching (ELT) (Widdowson, 2004). For instance, Jenkins (2006) questioned the relevance of the interlanguage continuum as the outcome is usually not a native-like competence in the target language and thus attitudes towards errors and fossilization need to be reconsidered. Some scholars provided debates on English stating that it is now functioning as a global language and thus no longer the exclusive property of native speakers of the language (Norton, 2017). Such debates also led to the questioning of non-native English speaking teachers (NNESTs) identity. For instance, Selvi (2014) advocated that labelling teachers as

NNEST creates an identity defined by being *other/non*. Some studies (Bowles, 2015; Flowerdew, 2015; Sifakis & Fay, 2011; Wang, 2015) focused on a language policy that underlines the benefits of designing syllabi in line with the needs of ELF pedagogy. For instance, Nero (2006) indicated that there is a need to reconceptualize ELT and the need to re-examine the curricula, methodology, textbooks, and materials in ELT. Jenkins (2006) advocated that non-native speakers and international contexts of communication should be more intensively represented in ELT materials because dominantly representing native speakers and their communication contexts result in monolingualism.

ELF research conducted in ELT contexts both in national and international scope focused dominantly on perceptions, beliefs, and attitudes of teachers and students about ELF. In the international scope, Samimy and Brutt-Griffler (1999) investigated self-perceptions of 17 non-native graduate students attending TESOL programs in the US regarding any differences between native and nonnative speaker English teachers and if any what they were. The findings indicated that native instructors were perceived as more informal, fluent, accurate, and able to use a variety of techniques. Decke-Cornill (2003) investigated teachers' attitudes to ELF. The findings showed that teachers generally favored teaching 'proper' English, rather than ELF features. Matsuda (2003) explored 33 Japanese high school students' attitudes towards English as an international language (EIL). The findings revealed that the students thought it would be better if they were in line with the native speakers' usage. Sifakis and Sougari (2005) explored 421 Greek teachers' beliefs and practices working in primary, lower secondary, upper-secondary schools regarding the teaching of English. The findings indicated that students needed to be taught native-speaker norms and pronunciation. Timmis (2002) investigated students' and teachers' attitudes to native-speaker norms in terms of pronunciation, grammar, and spoken grammar. The data was collected from more than 45 countries. The findings indicated that native-speaker competence is viewed as 'the benchmark of perfection (Timmis, 2002, p. 243). In her study conducted with 326 respondents in 12 countries, Jenkins (2007) found out that the respondents preferred native speaker accents due to correctness and intelligibility. Kuo (2006) who explored international students in the UK perceptions regarding ELF, revealed that the participants preferred a native-speaker model as a learning goal though they accepted 'inaccurate pronunciation and incorrect use of vocabulary or grammar' only to a certain degree (p, 217). Goh (2009) compared the attitudes of 38 teachers from Singapore and

37 teachers from China in terms of their attitudes towards spoken English norms. The findings indicated that both Singaporean and Chinese teachers believed that English norms were preferable, useful, and necessary. Ranta (2010) conducted a study with 108 students and 34 non-native teachers of English in Finnish high schools. The findings indicated that they preferred a native-speaker model in their teaching/learning process, although they admitted the lingua franca status of English in the world. Young and Walsh (2010) conducted a study with non-native teachers of English and they explored their beliefs with regard to English as an International Language and ELF in terms of their usefulness and appropriateness when compared to the varieties of native speakers. The participants were studying in different postgraduate programmes in the United Kingdom and they came from different continents like Europe, Africa, and Asia. The findings showed that even though teachers held a pragmatic perspective regarding English as an international language and ELF, they supported a standard form of the language and teaching that standard in their teaching contexts. Pan and Block (2011) explored university teachers' and students' language beliefs in Beijing. The findings showed that participants viewed English as a global language and sign of social prestige in China. Wang (2013) investigated the perceptions of professionals and university students regarding nonconformity to norms of English as a native language. Findings indicated that there was a positive attitude towards non-conformity to a small extent. Another study was conducted by Ke and Cahyani (2014). The participants were 48 Indonesian and 58 Taiwanese students who were studying at a university. In the study, an online exchange project which was situated in Indonesia and Taiwan was implemented and the participants' beliefs were investigated. The findings indicated that the participants' beliefs remained in line with the traditional ELT paradigm; however, it was found out that they began to give grammar less importance after they used ELF in their written communication. Ren, Chen, and Lin (2016) conducted a study with 400 participants who were university students. Half of them were studying at a Taiwan university and the other half were studying at a Chinese university. They spoke Mandarin Chinese as their mother tongue. The findings displayed that although they knew they were not able to speak like a native speaker, they still wanted to achieve a native speaker accent.

Cogo (2011) stated that such perceptions, beliefs, and attitudes are not surprising because native speaker ideology is dominating the ELT field and teaching materials utilized in many learning and teaching contexts have been prepared by professionals

who are native English speakers. Therefore, their experiences as teachers and learners have been shaped under such domination (Sifakis & Sougari, 2005). After all, the majority of non-native English speakers including teachers have been learning English in norm-based contexts and with normative perceptions. In this regard, such studies have indicated that both teachers and students are strongly influenced by traditional perspectives. Moreover, the findings of these studies might be seen as the indicator of the fact that despite accepting the status of English in the current world, changing rooted mindsets is a long-term process and quite a challenging one. One way of creating such a change is to start to integrate ELF into ELT contexts.

In the national scope, ELF has been an area of study for many scholars. The research conducted has mostly explored ELT in terms of teacher education and perspectives of in-service and pre-service teachers as well as students regarding ELF. Besides, a few studies regarding BELF have also been conducted so far in Turkey. A study conducted by Bayyurt (2006), one of the forthcoming scholars on ELF in Turkey, analyzed English as a foreign language teachers' beliefs about English as a Lingua Franca found out that after. The findings revealed that Turkish teachers are mostly of the opinion that EFL curricula should involve international cultural components of ELF as well as local ones such as non-native speaker models from the students' local culture. Bektaş-Çetinkaya (2009), who conducted a study with 15 university students, found out that they perceive English as an international language, but they were only aware of British and American English, and British English was thought to sound better. Kaypak and Ortaçtepe (2014) investigated the relationship between 53 Turkish Erasmus students' beliefs about English language learning and their study abroad sojourns in ELF contexts. The findings indicated that the participants' beliefs about English language learning remained the same after five months of staying abroad. However, although they reported a commitment toward native-speaker norms, they shifted their focus from accuracy to intelligibility during their stay, which helped them achieve their ultimate goal which was a successful interaction in ELF communities. İnceçay and Akyel (2014) investigated the perceptions of 100 Turkish EFL teachers working at two universities regarding the role of English as a Lingua Franca. The findings showed that a large number of teachers are resistant to the use of ELF in their classes, although they stated that they are still tolerant of students' use of the features similar to ELF. Besides, they underscored the importance of revised curricula that can enable L2 instructors to teach ELF issues easily. They also agreed for a complete reform in teacher education.

Soruç (2015) investigated the practices and perceptions of 45 NNESTs from five expanding circle countries. The findings indicated a strong preference for the norms of English as a native language. Toprakoğlu and Dilman (2017) conducted a study investigating what Turkish EFL teachers understood about ELF and how ELF-aware they were. They conducted the study with 19 participants and used a cross-sectional survey and semi-structured interviews. The findings revealed that although the transition from EFL teacher to ELF practitioner is not an easy task and necessitates time and encouragement, making teachers aware of the 'plurality of Englishes' and the importance of multiculturalism proved to be valuable in encouraging them to revise their teaching practices within the new developments in English language teaching. Kemaloğlu-Er, (2017) investigated the perceptions of university students regarding native English speaking teachers (NESTs) and NNESTs. The findings showed that there was no difference between these two groups in terms of in-class teaching roles and in-class management roles. However, NESTs are perceived to be better regarding communication skills in the classroom. Besides, they are thought to be showing more favourable qualities and provide more enjoyable lessons. Karakaya and Hatipoğlu (2017) conducted a study to explore the views of EFL teachers in Turkey related to the teaching of English varieties in their lessons. The findings showed that the bulk of the teachers were not aware of the developments related to world Englishes and ELF and that many of them still believed that "standard varieties" such as British and American English should be the main teaching goal. Sert and Ozkan (2018) investigated 30 university students' views after using eight ELF-informed activities. The findings showed that the students enjoyed the activities; however, they preferred standard English to be central in their language learning process. Biricik-Deniz, Özkan, and Bayyurt (2020) conducted a case study with pre-service language teachers in a state university in Turkey. The study aimed to investigate how the ELF-aware teacher education model was adapted and implemented as well as its effect on pre-service teachers. The findings showed that the course helped the participants reflect critically with regard to ELF paradigm as it allowed them to question their assumptions stemmed from the traditional ELT perspective.

As for BELF, Akar (2002) conducted a study and investigated the influence of macro contextual factors – i.e., national and regional culture – on the form and function of 450 texts of internal and external correspondence produced both in Turkish and English in four different corporate companies. She found Turkish business professionals

were remarkably influenced by the conventional state-related bureaucratic language in producing their internal and external correspondences both in Turkish and English in similar ways. The reflected characteristics of bureaucratic writing were the use of formulaic expressions, indirectness, avoiding personal involvement, making requests by using necessity statements, performative statements, and imperative (particularly in English) and by employing negative face-saving strategies. Altınmakas, Çeçen, Tülüce, and Yalçın (2019) conducted research with 19 business professionals working at global companies in Istanbul regarding how business professionals in Turkey use and conceptualize the English language in their daily business domains and how they position themselves as users of English and BELF. The findings revealed that business professionals in Turkey are in a state of flux between the two paradigms – i.e., EFL and ELF toward the construction of BELF because EFL and ELF co-exist in their minds.

As for teacher education, Bayyurt and Sifakis (2015a) made a project located at Bogazici University in Istanbul as they state ELF integration starts with teacher awareness and the change in their mindset. The aim of the project was twofold: educating in-service teachers from Turkey and Greece about ELF and asking these teachers to develop ELF-aware lessons and teach them. Another study conducted by Biricik-Deniz (2017) as a dissertation where she trained pre-service language teachers in the ELT Department of a state university in Turkey. The course was based on the ELF-aware teacher education model developed by Bayyurt and Sifakis (2015a). The participants were trained on theoretical aspects of ELF in a theoretical course. The findings indicated the participants were able to reflect critically on ELF and questioned their existing assumptions based on the normative mindset. Kemaloğlu-Er (2017) investigated ten pre-service teachers' practices after they attended an ELF-aware teacher education program. The findings indicated that participants' ELF awareness was raised; they questioned their assumptions and started to form new perspectives. All these studies have made valuable contributions regarding incorporating ELF into teacher education, the revelation of perceptions and beliefs of students and teachers about ELF, and exploration of BELF contexts.

2.5. Incorporating ELF into Classroom Practices

Especially, in expanding countries like Turkey, people usually do not use English for day to day purposes in the local community but to communicate with people

across nations and cultures. In such contexts, English has no officially recognized status but is primarily learnt as a foreign language mainly for instrumental reasons. Sharma (2008) states that most of the students learning English in schools in non-English-speaking countries will need that language not to interact within a specific English speech community, but rather to communicate with other English speakers most of whom will be non-native. Therefore, in such countries, English occupies the dominant role in the education system where course books are indispensable and fundamental tools for classroom practices in these educational settings. In this regard, learning and teaching are usually based on SE models promoted by coursebooks of certain publishing houses. However, ELF research has indicated that this educational setting created still promote the ideal of successful communication with native speakers (Jenkins 2006) and have a long tradition of adopting native speakerism and they center teaching on the use of English mainly in Anglophone contexts both in terms of language use and cultural aspects (Vettorel & Lopriore, 2013). For instance, Bjorge (2012) conducted a study in which he examined English coursebooks in terms of the ELF-related topics that they comprise. He concluded that there is little resemblance between the real-life usages and the cases that are covered within the textbooks. As a result of this, the materials used in ELT contexts are said to be lacking in reflecting the plurality of English (Tomlinson & Masuhara, 2013) and there is a debate that such restricted access creates an incomplete view for our learners. Another important point related to coursebooks is that in countries where English is taught as a compulsory foreign language, students usually have only little chance to practice it in authentic situations and that coursebooks inevitably contribute to overt and excessive grammatical accuracy focus even in communicational tasks (Gray, 2010b). Surely, course books cannot be blamed to be the only reason (Björkman, 2011). However, non-native English speaking teachers seem to be stricter about the correction of mistakes as they usually have the perspective that “good English means free of mistakes (Bartram & Walton, 1991, p.24, as cited in Ehlerding, 2010). Furthermore, an end goal for learners to reach a native-like competence is set both in teachers’ and students’ monolithic mindset especially in a norm-based language education that bases on coursebooks. Such a mindset is believed to have an effect on students’ affective domains. They can be demotivated and discouraged by their failure and may feel incompetent despite the effort put. Thus, the end product we get can be nothing but error-free silence, as well-put by a German teacher of English (Swan, 2012). As a result, integrating ELF into classroom practices is advocated to be beneficial for

both teachers and students in terms of gaining a pluralistic mindset that does not set unrealistic goals for students as well as a language education enriched with world realities and thus compatible with 21st century facts with regard to English use.

ELF literature has provided some viewpoints about ELF-oriented perspective in EFL contexts. For instance, Lopriore and Vettorel (2015, p.17) state that incorporating ELF into classroom practices "[...]is neither a matter of selecting linguistic features that ought to be given priority in syllabi and materials nor of choosing between international varieties [...] or an established variety". As a result, ELF aims to establish a pluralistic perspective in order to communicate successfully in authentic ELF settings. According to Cogo (2015), one of the objectives of ELF is to expose students to different ways of speaking English so that they can have awareness of the variability and changes the language possesses. Therefore, it is stated that ELF integration into ELT is crucial. In this respect, Dewey (2012) makes a significant suggestion, a post-normative approach that does not contradict with standard English (SE) model. According to Dewey (2012), postnormativity can be explained as "… a framework of choices available when deciding whether/to what extent/which (if any) language norms are relevant to their immediate teaching contexts" (p. 166). By employing the postnormativity, teachers can modify the sources at hand and develop language models appropriate and context-specific language models by modification of existing sources so that ELF can be integrated into different educational settings (Dewey, 2012). Similarly, Kohn (2015) states that giving a pedagogical space for ELF in language classrooms is significant as it can with a "[…] focus on their own ELF-specific creativity within an overall SE orientation" (p. 51). This approach can provide teachers with new viewpoints in a postmodern globalized world (Sifakis, 2009). In addition, this can increase self-respect learners have with regard to their identity which is connected to their learner role. Besides, it can allow them to make peace with their own English. By doing so, integrating into the world with their identity can be realized can be easier as a result of higher confidence and courage to speak the language. In short, the features of an ELF-oriented perspective in norm-based language contexts may be viewed as contextual, consistent with language teaching objectives, compatible with students' needs and interests, enriching SE education. Kohn (2016) names it as an "open" standard English orientation. Instead of being rigid, selecting the norms which can be included in-class practices by using reflective thinking represents a more open perspective. It might also help the teachers and scholars to understand the concept better and, eventually may

"resolve the conflict between EFL and ELF in terms of the pedagogic status of SE" (Kohn, 2016). Dewey (2012) states that it could guide teachers "to develop a more rationalized, informed perspective on the (de)merits of selecting language norms in the classroom" (p. 166). The aims of an ELF perspective are outlined by Lopriore and Vettorel (2015, p.17) as follows:

> a) Encouraging language use in authentic contexts, whether face to face or digitally mediated
> b) Fostering awareness and providing a realistic presentation of the plurality of English today
> c) Providing attainable and realistic language models for learners as L2 users
> d) Connecting with learners' context environment
> e) Creating a focus on communicational strategies

However, ELF literature provides only basic principles about ELF perspective in EFL contexts rather than a concrete embodiment of it. Although such principles have been stated and the multifaceted ELF communication, the benefits of ELF aware in-class practices as well as pre-service and in-service teacher programmes (Bayyurt & Sifakis, 2017; Jenkins, 2006; MacKenzie, 2014) are acknowledged by ELF scholars, how to integrate ELF into language classrooms at the practice level to create a language has not been given yet. Dewey (2017) states in his interview on YouTube that ELF is not an approach with a definitive set of rules. It is rather a perspective:

> [...] it's more about an orientation or perspective [...] I think that would be a much more representative way of thinking about the implications of research in English as a lingua franca for language pedagogy [...] I think it is very difficult to teachers to understand what ELF means in relation to language pedagogy because as teachers we are used to having a very definitive set of language forms and then presenting them in the classroom in a very particular way.

Unfortunately, this situation has made the perspectives to stay at the abstract level. Concrete samples such as in-class materials have not been provided so far either. Teachers have not been provided with techniques or concrete materials that can guide them for ELF implementation. However, Dewey (2014) states that raising the awareness of teachers for an ELF perspective is not adequate for a long-lasting in-class practice.

Therefore, it can be stated that discussions about pedagogical implications of ELF perspective have remained at the abstract level (Matsuda & Friedrich, 2011). A gap between theory and practice in ELF has existed and this gap has not been filled (Galloway and Rose, 2015). Thus, unfortunately, the pedagogy has not moved to practice to see its implications.

While ELF scholars have been emphasizing that successful language use and communication may not be assured when students have a merely norm-based education because it may focus on a monolithic perspective centering only the standard English. However, it is necessary to expose students to ELF and make them ELF aware, pedagogical ways, tools, techniques to show how to integrate ELF in the classroom have been neglected (Pennycook, 2008). Due to this neglect, a lack of ELF materials development for in-class practices exits as a barrier to implement ELF into ELT classrooms as it is a known fact that it is time-consuming and challenging to develop materials from scratch rather than adapting already existing materials (Salas, 2004). Therefore, questions regarding how ELF should be approached have been asked for quite some time now because naturally studies on actual in-class implementations are lacking in the field and none of the studies conducted so far has shown how to incorporate ELF into an actual ELT classroom (Galloway, 2013), which has been a major absent in ELF studies as aforementioned. As a result, it has become a necessity for ELF studies to combine theory and practice in order to eliminate the gap.

In a nutshell, although integrating ELF perspective can provide various opportunities for students as well as teachers in norm-based contexts, there has been a gap between theory and practice. Unfortunately, ELF discussions have stayed at the abstract level and failed to provide concrete guidelines for in-class practices, which is a significant downside of ELF literature because this has made ELF implementation a real challenge for teachers who may be willing to incorporate an ELF perspective into their classrooms, especially in contexts such as Turkey where English is taught as a foreign language and the domination of SE model is seen in every aspect of language education from teaching materials to assessment.

2.6. Criticism towards ELF

Just like many other concepts and studies have been criticized in ELT field, ELF studies have also been criticized by some researchers in the field with regard to some

aspects. Firstly, ELF studies have been criticized for treating learners' errors as variety when they are just simply the signs of interlanguage rather than authentic variations and they have been viewed as attempts to promote a new international variety. Sowden (2012, p.92) states that "[…] there is the difficulty in any given situation of distinguishing between authentic non-standard alternatives and persistent error". Moreover, ELF has been criticized for creating a monolithic paradigm. However, it is indicated that ELF does not aim to give a norm or any rule set and there is no intention to create a monolithic paradigm (Ishikawa & Jenkins, 2019; Jenkins, 2007). The reason behind such criticism could be due to the initial times of ELF studies inspired by the studies of world Englishes. This first phase of ELF in the early 2000s is called ELF-1 by Jenkins (2015). Jenkins (2015, p.54) states that:

> Nevertheless, it is entirely true to say that during the early 2000s, ELF researchers, influenced by the example of World Englishes, believed it would be possible to eventually describe and possibly even codify ELF varieties. Such varieties, it was believed, would consist of those items commonly used across speakers from many different L1s along with those items related to each specific L1, e.g. German English, Japanese English and the like. Indeed, for several years, this was seen both within and outside ELF research as a necessary step in the direction of legitimising ELF use.

Although ELF was tried to be defined in terms of common usage specific to different mother tongues during this phase, as Cogo (2012, p. 99) states "[…] even where description of emerging language forms seemed dominant in earlier research, it was done not in an attempt to establish ELF as a distinct variety, but rather to show the language practices, motivations, and processes underlining these forms".

ELF also went to a reconceptualization especially after 2008. A major shift happened though the ideology remained. It was underlined that ELF and world Englishes could not be treated the same as world Englishes are linguistically and geographically identifiable whereas ELF cannot. Jenkins (2015, p55) explains it as such:

> Instead, ELF, with its fluidity and 'online' negotiation of meaning among interlocutors with varied multilingual repertoires, could not be considered as consisting of bounded varieties, but as English that transcends boundaries and that is therefore beyond description.

However, the same criticism has been voiced even after this reconceptualization, which according to Jenkins (2015) is a sign of incomplete readings and understandings about ELF. Nonetheless, resembling criticisms are still existent in the field. For instance, in his critique, O'Regan (2014, p. 539) states:

> 'ELF' appears instead as an irreal and especial hypostatized form, so that—to play on Marx's words—in the fetishism of English as a lingua franca the linguistic pragmatic interactions of speakers of different first languages assume the nature of a fantastic relation between speakers of an hypostatized universal code.

O'Regan (2014) also indicates that although ELF is something abstract, it is being treated as a concrete reality resulting in reification and artificial conceptualization. As a reply to this critique, Baker and Jenkins (2015) indicate that ELF researchers neither promote ELF nor treat it as a *universal code*. On the contrary, ELF researchers highlight the fact that ELF is not a variety as it cannot be especially due to its inherent fluidity, and thus an existence of a *universal code* is out of question (Baker & Jenkins, 2015).

Such criticisms have also contributed to the misconceptions that ELF suggests teaching *broken English* to learners or that it is against teaching standard English, especially about ELF in teaching contexts, which are irrelevant to what ELF studies state. Related to this, a criticism towards ELF is that ELF excludes native speakers from the picture. This has also contributed to the idea that ELF is promoting the exclusion of standard English from educational contexts. For example, Sowden (2012) discusses which version of English to teach to second language learners and adds that some ELF scholars want ELF to replace Standard English as the model to be used in learning English. However, what has been highlighted by most ELF scholars is the importance of creating ELF-aware teachers and learners by incorporating a pluralistic perspective into ELT field instead of treating standard English is the one and only. Because English is used by people from different sociolinguistic and socio-cultural backgrounds in different geographies, ELT practices should be re-examined in order to make it more compatible with world realities (Karakaya & Hatipoğlu, 2017). In this regard, teachers should be "multilingual, ELF-aware, pragmatically and interculturally competent" (Deniz, Özkan, & Bayyurt, 2016, p. 158) so that in return they can help students to become equipped with necessary skills for better communication in a globalized world.

Another criticism has been towards Jenkin's (2000) LFC. Some scholars have stated that LFC might result in creating unintelligible varieties because of the diversification it could bring about with regard to the use of English (Dziubalska – Kolaczyk, 2005; Yamguchi, 2002). Against this claim, it has been stated that such an outcome is not likely as non-natives already use a limited set of alternatives especially when L2 features do not exist in L1. For instance, non-native speakers frequently use /t/, /d/, /s/, /z/ instead of /θ/ and /ð/ sounds. In this regard, exposing learners also to this limited set of alternatives might help them recognize these non-native alternatives along with the native ones in a spoken interaction. Therefore, their ears can be tuned to these differences, which can contribute positively to the success of their spoken interaction. Besides, LFC also explains how to become more intelligible in some cases especially when L1 interference has the possibility to make the L2 speech unintelligible. For instance, when the speakers experience difficulties in dark "l" usage, they are advised to replace it with /u/ sound, which can make them more intelligible during speaking (Jenkins, 2000). On the issue, it is also important to state that Jenkins (2000; 2007) indicates that LFC is not definitive, so it can be improved and fine-tuned with the data from more empirical research. That is why it can be seen as a choice for language learners who want to aim for communicating more intelligibly within their spoken interaction.

Another criticism towards ELF is the issue of the ownership of the English language and the shifting of it. This topic is actually not a new one in the literature, but it is one of the significant topics in ELF literature which considers non-natives the owner of the language as well since English has now its position as a world language. Therefore, ELF advocates that non-natives are also the legitimate owners of the language. However, this stance has been criticized for being "highly emotional, even hysterical" (Sobkowiak, 2005, p.136) and from the critics' point of view it has been regarded as the act of mixing politics or ideologies with linguistics and thus such a stance cannot provide a valid ground to set another standard with regard to pronunciation (Zoghbor, 2010). However, on the issue, Jenkins (2007) states that such criticism undermines the fact that the majority of English speakers are the non-natives in today's world. Besides, teaching is an act that is socially and politically constructed and ELT cannot be considered out of this reality because it is also affected by micro factors such as individual perception and perspectives of teachers as well as learners. In addition, macro factors such as politics, environment, and society have their role. For

instance, Lowe (2020, p. 30) states that “native speakerism is an ideology that lies at the heart of English language teaching industry” and this ideology “explicitly marginalises non-native speakers and excludes them from the many dialogues and discussions within the field of ELT”, which results in seeing non-natives as incompetent users of the language and the self- castigation it creates on non-natives as well as the discrimination towards especially NNESTs in the profession.

2.7. Critical Theory

The work of the Frankfurt School located in Germany in the 1930s is originally the root of critical theory. The theory can be traced to Marx's critiques of the economy and society. This school addresses the group of social researchers and philosophers who worked together from the beginning of the 1930s under the directorship of Max Horkheimer at the Institute of Social Research. The institute had two aims. Firstly, it was to research the social and cultural conditions that viewed as prerequisites for a just society and emancipation. Secondly, it was to study the Nazis’ movement against Jewish people. It is also called the study of anti-semitism. Although the institute was in Frankfurt in the beginning, after the Nazis had the power in 1933, it moved to Geneva, New York, and Los Angeles. Adams and Sydie (2001) state that “…. The institute’s major research focus was on alienation and domination in modern capitalist society”. In this regard, it is a school of thought that emphasizes the need to understand and challenge social structures by transforming the circumstances that dominate, oppress, and enslave human beings (Moisio, 2013). Therefore, it is a social theory taking critiquing and changing society into its center, which makes it in contrast with theories that focus on only understanding or explaining society. As Horkheimer (1982) states a theory can be considered critical if it aims "to liberate human beings from the circumstances that enslave them" (p. 244). Such liberation comes only with the examination and critique of society where culture and power relations embedded in them. For critical theorists, the theory is at the grassroots level, the source of everything. However, a theory should have the potential to guide practical work which is called praxis. Praxis is also vital for critical theorists as the practical work provides feedback to strengthen a theory. In critical theory, it is believed that the ultimate aim of any theory should be the emancipation of man from oppression and exploitation. In this regard, it is aimed to investigate deeply digging beneath the surface of social life and

reveal the assumptions that keep human beings from a full and true understanding of how the world works. Today, critical theory can be recognized in many studies such as feminist theories and approaches, media, gender and culture studies, and many more.

The reflection of critical theory in education contexts is helping students to examine, question, and challenge dominating beliefs and practices with an aim of transformation. In education, the application of critical theory revolves around an anti-authoritarian and interactive perspective that aims to examine the issues of relational power for students and workers because it tries to transform the situations oppressing people and thus save them from being objects of education to subjects of their own autonomy and emancipation (Freire, 1970). As Kessing-Styles (2003) points out such an application of critical theory is an educational response to inequalities and oppressive power relations that exist in educational institutions. In this regard, praxis is required for the implementation of a range of educational practices and processes with the goal of creating not only a better learning environment but also a better world. It is an activity involving a cycle theory, application, evaluation, reflection, and then back to theory because social transformation is seen as the product of praxis at the collective level.

As for language education, critical theory has a lot to state. In a language class, people learn new ways of communication and understand the world through a new special perspective (Wink, 1999) because language teaching is affected by a host of factors ranging from the macro-political and cultural environments of a country or region to the micro perceptions and practices of individual learners and teachers. Therefore, the language class is also a place where any practice of language learning and teaching is intrinsically political and socially constructed (Auerbach, 1995; Pennycook, 1989). In this regard, critical theory can be a powerful lens that enables us to explore the relationship between language, context, and power. Critical theory provides a useful ground to examine the role of context in shaping our understanding of language learning and teaching since it advocates that the relationship between power and language should be examined and critiqued along with the considerations of socio-political nature of language practices so that people can reach a more complete understanding of the practices and interactions in which teachers and learners engage (Pennycook, 1999; Phillipson, 1992; Zuengler & Miller, 2006). Critical theorists state that such an understanding can foster social and educational changes and provide much more equitable educational practices. Although the macro social, cultural, and political contexts where the learner is situated should be taken into consideration in language

teaching and learning contexts, few ELT professionals consider the political nature of their profession because it is generally held to be a non-political activity (Canagarajah, 1999; Phillipson, 1992). Critical theorists, on the other hand, advocate that such assumptions create failure in considering the role of power and context in language learning. In this regard, it is essential to understand that language teaching and learning are affected by factors such as micro perceptions and practices of individual teachers and learners as well as macro-political and cultural environments of a country or region. In such a reality, different methodologies for different learners or learning situations are required. As Brookfield (2005, p.6) states:

> We come to see that these situations are the predictable consequence of trying to do something highly complex [...] within a system that is organized according to bureaucratic rationality and modes of factory production. Such a system ignores the complexity and assumes, for example, that learning takes place at predictable times each week, in the same location, and follows the rationale of a curriculum divided into discrete and manageable units.

Such an approach in language teaching makes us question the existence of empowerment which has been one of the key concepts of critical theory in education. Fairclough (1989) indicated that one of the prominent emancipatory tasks in language education is empowerment as language education itself is also thought as an essential vehicle for personal emancipation and realization. Empowerment is about consciousness that places individuals in the center of their lives so that they can understand their personal circumstances and the social environment where they live. That way they can transform the world rather than adapting to it (Freire, 2005). In order to do that, empowerment is vital as it involves autonomy, which refers to the sense of freedom to make decisions (Short & Rinehart, 1993). In this respect, in educational contexts, teachers need to have empowerment rather than subjugation (Kincheloe & McLaren, 2011). The teachers should be empowered by the curriculum to help them instruct in a manner in line with students' interests so that a level of relevancy to the students' lives can be provided. Teachers need to have the power in order to decide about the way to present the curriculum, and thus, help students engage in critical thinking and improve their analytical skills effectively (Bogler & Nir, 2012). Furthermore, empowerment gives teachers a voice to help students to reach goals, to connect the curriculum to students' lives, and to participate in ongoing professional development (Fry & Dewit,

2011). Hence, from this point of view, teachers are considered intellectuals who explore their own and their students' lives rather than technicians who implement set curricula (Pennycook, 1990).

Similarly, Kincheloe and McLaren (1998) stated that learners are needed to be empowered by the teachers in return. In this regard, they can help learners to be aware of the effects of an undemocratic status quo. Freire (2005) emphasizes empowerment as a goal of education in his model of education because it is a way to raise awareness in order to challenge discouraging situations in life stemming especially from power relations in society. From this perspective, traditional education, which he called banking education, was criticized because it views learners as empty agents receiving knowledge from teachers. Nonetheless, students are dynamic participants actively engaging in the learning process. In this regard, they need to be empowered so that they can observe, question, turn down, or accept judgment about a claim (Moore & Parker, 2016). Learners and teachers need to work together while they are questioning knowledge; however, it is the teacher who guides students to determine the way to move forward critically in their learning process (Keesing-Styles, 2003). Teachers can help develop critical consciousness that supports students to assess the legitimacy, justice, and authority within their educational and living circumstances. Together with the teacher, they learn to contest norms (Giroux, 2008). By doing so, learners can recognize reasons behind the facts (Aliakbari & Faraji, 2011) and thus they learn how to transform their lives, resulting in the Freirian shift to conscientization (Freire, 2005). In this regard, teachers need to be supported as transformative intellectuals who can change existing disparities in society (Sadeghi, 2008) and creative designers of the curriculum rather than gatekeepers (Evans, 2013). Creating empowered and empowering teachers can also overcome the theory/practice divide and praxis can be centralized in education (Pennycook, 1990).

However, today's reality in education is mostly far from this view in many settings. As Evans (2013, p. xvii,) states "[…] classroom practice is dominated by the persistence of the recitation and the grammar of schooling, which constraints teachers' choices and leads to pedantic approaches focused on textbooks, workbooks, test prep, and other low level approaches". This is also valid for many ELT contexts. Many studies from different countries regarding the situation of English language teaching display this fact. For instance, Wu (2011) investigated the Taiwanese context and found out that grammar is strongly emphasized in English curriculums in Taiwan as well as in

the national examinations. Even though teachers are willing to spare their time on especially improving the oral proficiency of the students, they think it is hard to do so because of the students‘ previous incorrect learning strategy, which gave more importance to the exams on paper rather than to communication. Another study conducted by Oktay (2015) investigated the Turkish context and found out that foreign language courses are generally teacher-centered and grammar is heavily emphasized. Alharbi (2018) investigated the Saudi context and the findings revealed that the curricula are inflexible. Besides, passive learning and traditional, teacher-centered teaching methods are used. Noroozisiam and Soozandehfar (2011) state that the one-model-fits-all approach is dominant in most language classes because sticking to what the syllabus suggests is the easiest way; however, learners should be able to question the discourse, ideas, words and their implications as well as own their learning. In order to realize this, language teachers should go beyond words and texts. However, we need to question whether students' and teachers' needs and interests are being served or even considered (Louis, 2007). In this regard, both students' and teachers' voices should be heard. Their views should be taken into consideration in teaching and learning practices with regard to their preferences about what kind of English they aim to learn in their educational setting, especially when there is the significance given to learner-centeredness in language teaching and learning contexts (Sung, 2013).

In my opinion ELF and critical theory intersect at some points. Firstly, ELF with its arguments can be seen as a significant part of the stance that aims to examine, question and transform some dominant ideologies supported within the field of ELT such as the ideology of native speakerism and its domination on different aspects in the field. For instance, it is estimated that 80 % of English language teachers are non-native (Canagarajah, 2005). However, different studies indicate that majority of advertisements regarding recruitments in ELT profession is for native speakers (Kiczkowiak, 2017). Thus, the situation created by the ideology of native speakerism and native speaker fallacy regarding native speakers as the ideal teachers in the profession is clearly an unjust and discriminative treatment towards NNESTs. According to Phillipson (2018), ideology of native speakerism is one of the factors that facilitate linguistic imperialism that supports "profitable global English teaching and testing businesses and the assumption that monolingual pedagogy and textbooks from the United Kingdom and the United States are universally appropriate, which they emphatically are not" (p. 3). Besides, all these dichotomies and labels lead to stereotyping people while making non-

natives the non/other, the deficient, the incompetent, and the inferior and natives as the ideal, the owner, and the superior. In this regard, from an ELF perspective, transforming such an unjust perspective to an inclusive and democratic one that views L2 users as the legitimate users and the owners of the language regardless of mother tongues has been one of the central focus of ELF studies when the current position of English is given (Jenkins, 2007, 2015; Seidlhofer, 2011).

With regard to classroom practices, ELF emphasizes that the monolithic mindset that is dominating materials and approaches to teaching the language and focusing merely on standard English may not guarantee a successful communication in a multilingual and multicultural setting which is diverse in terms of sociolinguistic and sociocultural aspects. Therefore, the monolithic views in teaching practices may not serve as the best and need to be questioned and transformed into a pluralistic one to equip the students with necessary skills in today's world where a great variety occurs in people's English use. Besides, in ELF studies, it has been argued that second/foreign language users need to be regarded as multilingual (Cook, 2005; Jenkins, 2015) rather than deficient users of the language. By viewing them as such, their motivation as well as self-confidence can be affected positively, and it can challenge the oppressive ideologies and attitudes revolve around native speakerism. Critical theory tells us that language education serves as a significant tool for the emancipation of the individual and realization (Fairclough, 1989). In this regard, ELF can be viewed as a perspective that may help such awareness with regard to aforementioned issues by helping learners and teachers to question their assumptions and deeply rooted beliefs, to become aware of their legitimacy and ownership, and to question whether our language teaching and learning stances are in line with the world reality. However, in order to that empowerment which is a significant concept in critical theory is needed both for teachers and learners. When empowered, teachers can create suitable opportunities for their learners to examine and critique the issues in order to transform themselves. On the other hand, such examining, critiquing and transformation in an educational context cannot be realized in contexts where education becomes a mechanical processes and teachers only transmit knowledge to their learners usually without any room for empowerment and critical thinking for both parties but rather in a drone-like situation which is controlled and affected by macro and micro factors such as politics, perceptions, and society. Therefore, a choice can only exist in non-oppressive circumstances where teachers are creative designers of the curriculum and learners are

active participants in the learning process, which critical theory aims for in education. Besides, ELF perspective highlights the importance of learners' and teachers' are given such a choice for their educational context, which is not even considered by any EFL traditional perspectives (Jenkins, 2012). This democratic and liberating perspective makes ELF a matter of choice rather than an imposition.

Critical theory is not critical because it criticizes. It is critical because it aims to transform the oppressive situations that enslave humans in order to liberate them. For me, ELF aims for such a transformation in the assumptions dominating the ELT field. For me, it stands for a pluralistic perspective that is inclusive, democratic, and just. For me, it does not stand against teaching standard English, but it stands up for an open SE education (Kohn, 2015, 2018) where the world reality is reflected in the classrooms, where students and teachers embrace their ownership of the language and regard themselves as legitimate users and where differences are embraced, not discriminated. In order to achieve this, critical theory can help us see how micro and macro factors affect our language learning and teaching. It can help us to have a powerful lens to explore the relations between language, power, and context and how all these relations shape our perceptions about the significant issues highlighted by ELF. All these reasons are the underlying factors that ELF and critical theory have been chosen as the theoretical framework for this study.

2.8. Summary

In this chapter, a literature review regarding ELF and Critical theory was presented in order to form a background for the readers. The theoretical premises, as well as relevant research about both concepts, have been described and summarized.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter firstly presents what autoethnography is as qualitative research and the underlying premises of adopting an autoethnographic study. Secondly, the research setting, participants, data collection tools, data analysis procedure, and the implementation will be explained respectively. Finally, the trustworthiness of the study, as well as ethical considerations, will be addressed in this chapter.

3.2. Autoethnography as a Qualitative Research

Different assumptions have been made in social science studies which are often referred to as positivist and interpretivist paradigms (Bryman, 2001). Methods of the positivist paradigm have mostly focused on the methods of natural science which assumes research can be done from a neutral, impersonal, and objective stance (Ellis, Adams & Bochner, 2011; Flick, 2014). However, the interpretivist paradigm has advocated that humans and the material world differ. People have different views and assumptions regarding the world since they have many differences such as religion, age, gender, race, ethnicity, culture etc. Such differences create diversity in their views and assumptions. Thus, the interpretivist paradigm states that this reality needs to be taken into consideration when researching because conventional ways of researching, namely positivist approaches, are limited (Ellis, Adams & Bochner, 2011). This realization formed the underlying assumption of qualitative research and Thomas (2003) states that interpretivists usually support qualitative research methods contrary to the positivist paradigm which usually utilizes quantitative methods (Glesne & Peshkin, 1992).

However, Brinkmann, Jacobsen and Kristianse (2014) indicate that qualitative research is a multivoiced approach to research and involves different perspectives and many contradictions. This is not unnatural for qualitative research as its ultimate aim is to explore how people interpret and make sense of their experiences and the world they exist in. As Flick (2014, p.3) explains, the approaches used for social inquiry "… consist not only of the procedures of sampling, data collection and analysis, but they are based on particular ideas about the world and the nature of knowledge which sometimes

reflect conflicting and competing views about social reality". In this regard, qualitative research includes different types of approaches and can be seen as an umbrella term (Atkinson, 2001 as cited in Flick, 2014).

Autoethnography is one of the forms of qualitative research. Canagarajah (2012) explains the term autoethnography by breaking it down as auto, ethno and graphy. The auto- is defined as "the point of view of the self, whether it is from one's own experiences or those of the community"; ethno- "tells how culture forms as well as how it is formed by the individual", and lastly, we have graphy that concerns with "generating, recording and analyzing data" for the writing process (Canagarajah, 2012, p. 260). Viramontes (2012) defines autoethnography as the "study of lived experience within a larger cultural context. It is a kind of academic writing and performance that depends upon deep reflection, reflexivity, and narrative construction..." (p. 3). Another researcher Pratt (1991, p.35) explains autoethnography as "a text in which people undertake to describe themselves in ways that engage with representations others have made them". Ellis, Adams and Bochner (2011) explain autoethnography as a research in which personal experiences are described and analyzed systematically by merging the features of autobiography and ethnography. When writing autobiographies, writers focus on and analyze their memorable moments that create a significant impact on their lives which may never be the same as before (Bochner & Ellis, 1992; Couser, 1997; Denzin, 1989 as cited in Ellis, Adams & Bochner, 2011). In ethnography, on the other hand, researchers study a culture in terms of many aspects such as values, beliefs, practices and shared experiences by becoming an insider or an outsider in order to understand it better (Ellis, Adams & Bochner, 2011; Maso, 2001). For the pursuit of such an understanding, an ethnographer can use various methods from taking field notes, interviewing members to analysing artifacts, documents and many more as such. Therefore, autoethnography can be seen as the process of making use of personal experience to portray the facets of an experience in a culture. It is a self-reflexive and context conscious method used to reflect on experiences by focusing on researchers' lived experiences (Reed-Danahay, 1997). It situates the researchers as the subject of research due to the use of their personal experiences to "connect the autobiographical and personal to the cultural, social and political" (Ellis, 2004, p. xix). Within the spectrum of qualitative research, autoethnography could allow a researcher to act as the participant as well as the main data source. In autoethnography, the subject is the researcher and the data is her interpretation of her own experiences (Ellis & Bochner,

2000) that are investigated analytically. Arıkan (2018) states that an autoethnographer gains an original research experience by studying her culture via interacting with other members of the culture and interpreting all these from her own existence.

Ellis (2007, p.14) states that “Doing autoethnography involves a back-and-forth movement between experiencing and examining a vulnerable self and observing and revealing the broader context of that experience”. Nonetheless, while telling about experiences, autoethnographers are required to tell their stories abiding by the requirement of qualitative research. They have to use the methodological tools and research literature. Or else, as Allen (2006) states it would be merely telling your story like everyone else, not like a researcher:

> Look at experience analytically. Otherwise [you're] telling [your] story—and that's nice—but people do that on *Oprah* [a U.S.-based television program] every day. Why is your story more valid than anyone else's? What makes your story more valid is that you are a researcher. You have a set of theoretical and methodological tools and a research literature to use. That's your advantage. If you can't frame it around these tools and literature and just frame it as 'my story,' then why or how should I privilege your story over anyone else's I see 25 times a day on TV? (Mitch Allen, personal interview, May 4, 2006 as cited in Ellis, Adams & Bochner, 2011)

In this regard, I attempt to derive meaning from my own experiences and to present an individualized account of these experiences as an English language instructor by using the tools of qualitative research in the process of implementing ELF into a norm-based ELT classroom which has the native speakerism perspective and the native speaker competence is the goal learners need to achieve. I try to explore the possibility to incorporate ELF and reflect on my experiences within the culture of the classroom and institution. By doing so, I aim to portray an ELF implementation process with its triumphs and challenges. In this regard, autoethnography is one of the best methods I could make use of within a qualitative research paradigm which gives me the opportunity to explore my own views and experiences in a naturalistic setting (Denzin & Lincoln, 2005). Furthermore, I also include other members of the culture into my study, students and instructors, so that I can investigate their views regarding ELF.

3.3. Research setting

This study was conducted in the Academy of Foreign languages in a state university in Turkey. The university was founded in 1992 and now has 17 faculties and some of these faculties have departments where the medium of education is English and thus they require a certain level of proficiency in English from the students who enroll for these departments. The departments such as electrics and electronics engineering, food engineering, computer engineering, architecture, tourism, business management, public relations, economy, psychology, and computer teaching give 30 percent of their courses in English. On the other hand, some departments such as English language teaching, English Language and Literature, and City Region Planning give all their courses in English. That is, English is the medium of education 100 percent in these departments. Therefore, the students who enroll for these departments are required to attain a certain level of English proficiency in order to understand the courses, books, and perform in exams and thus succeed in their departments.

The students are required to take an English proficiency exam at the beginning of the academic year. This proficiency exam is prepared and given to students by the Academy of Foreign Languages. When this study was conducted, the students who enrolled for the departments with 30 percent English medium education needed to get 60 or above out of 100 from the proficiency exam in order to prove their adequacy in English to carry out their studies in their departments. On the other hand, the students who enrolled for English language teaching, English Language and Literature, and City Region Planning needed to get a score of 65 or above. The students who demonstrated scores under these criteria were obliged to attend the English preparatory programme for a whole academic year before starting to study in their departments. This programme is carried out in the English preparatory classes of the Academy of Foreign languages department. In this regard, the Academy of Foreign Languages is a school of foreign languages that provides compulsory English preparatory courses for these students. However, the aim of the school is twofold. It not only provides these compulsory English preparatory classes but also compulsory English classes for freshmen, sophomores, juniors and seniors in varying proficiency levels, from elementary to upper-intermediate, in various departments of the university.

This study was conducted in a preparatory classroom. Hence, it is beneficial to explain this specific context in detail for a better understanding of the research setting.

The preparatory programme gives a general English language education that lasts a whole academic year. During the academic year of this study, the programme started in September and continued for 14 weeks until the end of December. After the semester break for five weeks, the spring term started in February and ended in April, which was also a 14-week period. Thus, the whole academic year was 28 weeks in total. In the programme, the students were given four classroom hours, which were two separate and one block hour every weekday. Each separate hour lasted 40 minutes and the block hour lasted 70 minutes. The fall term covered the content of a mainstream ELT coursebook set including a student's book and a workbook at the elementary level by a British publishing house. In addition to this set, an elementary level grammar book prepared by the school was also covered during the fall term. The pre-intermediate level of the same coursebook set was covered in the spring term alongside a second grammar book at the pre-intermediate level again prepared by the school. There were 33 classrooms in the institution during the academic year when this study was conducted. Each classroom consisted of approximately between 30-35 actively attending students affiliated to different departments. Each classroom was shared by three instructors. A pre-prepared syllabus that informed and guided instructors about what parts of the coursebook and grammar book were to be covered on each school day was sent on a weekly basis throughout the whole academic year.

During the fall term, the students took four quizzes, each focusing on different domains: reading, grammar, vocabulary, and listening. In addition, they took one achievement test and one online test also prepared by the Academy of Foreign Languages. A similar exam schedule with two major differences was utilized in the spring term. In the spring term, the students were required to hand in a speaking performance assignment and the instructors were asked to assess these assignments out of 20 points. The score they got from that assignment would be regarded as their 5th quiz. The instructors were free to choose the assessment type and content. In addition to this speaking assignment, writing skill was added to one of the quiz and second achievement exam. The students were required to write a paragraph about the given topic in those exams. Lastly, the students took the achievement exam at the end of the academic year and the final test a week after their achievement exam.

In a nutshell, this study was conducted in one of the aforementioned preparatory classrooms in the Academy of Foreign languages department in the fall term with 30 actively attending students affiliated to different departments at university, and 21 in the

spring term. I was one of the three instructors in the classroom and I was giving English lessons for eight classroom hours to this classroom on Mondays and Tuesdays every week.

3.4. "I" in This Study

I conducted this study in my own ELT classroom where I was giving eight hours of English lessons to the students as one of their instructors. Therefore, I had a dual role: a researcher and an instructor. However, having a dual role has some hardships as these two roles had different requirements. As a researcher conducting an autoethnography, I had to write about and analyze personal experiences that stem from the position of becoming a part of a culture so that they can present the facets of these experiences (Ellis, Adams & Bochner, 2011). However, as an instructor, I had to follow a certain route determined by others. Thus, in some moments, I felt like two distinct minds were speaking in me; my teacher self and my researcher self. My researcher self was determined to *see* what might be discovered through the undertaking of such research as an insider. My stance was that I could not know what I might discover until I discovered it through a reflexive experiential process. However, it was my teacher self who had to open space for my researcher self for the implementation part of the study in the classroom. Although my researcher self was confident that ELF and the facets of its implementation could be discovered well in such an educational context, my teacher self had to be after fulfilling her own obligations in the context. Hence, I experienced the hardship of such a dual role throughout the whole implementation process.

Another challenge of having this dual role that I was extremely careful about making my students feel relaxed when they were participating in the activities and giving their views in activity reflection logs and interviews, be it positive or negative. I showed the utmost effort to control this process in terms of my students' feelings. The reason behind my aim to control this process carefully was because I was the instructor and the students could have wanted to say only positive things when expressing their opinions. I was careful about the same aspect when conducting interviews with the instructors as well since I was their colleague doing a Ph.D. study and they could have the feeling of being helpful and indicate only positive statements.

The last but not least, I realized that the task of doing an autoethnography can be challenging especially when the issue is to reveal your personal experiences, inner

world, thoughts, and emotions because that inner world does not include merely the sunshine moments. It has also the deepest fears, anxieties, anger, conflicts, incompetencies, frustrations, and many more. Therefore, revealing these *bad sides* of you is not an easy task. Ellis (1999) has named this challenge vulnerability, and it is usually experienced by autoethnographers due to revealing themselves to readers and not having any sort of control over how readers can react. I experienced this vulnerability during this study. I was the main data source of my study as a researcher and an instructor. Therefore, I immersed myself actively in all phases starting from ELF materials development to their implementation in the research setting. This was challenging and I was in constant worry due to several difficulties I kept facing on my path. Writing all about them as I kept confronting those challenges and piling them up in my journals usually made me feel that the picture I was possibly drawing in my readers' minds about me was purely an incompetent worrywart. Especially thinking that I was an instructor and a researcher, it became even harder as I felt like I had to be above all the averages and I had no room for disappointments. Nonetheless, in those moments, I always tried to remind myself that what I had been living through was my own journey and my own experiences. It was my own path, no one else's. Thinking as such, I tried to pull myself out of that dark well I was dragged into.

In a nutshell, in this study, I actively immersed myself in every phase of the study from preparing ELF materials, their implementation in my own classroom as well as interviewing the supporting participants to the data analysis process. Hence, I had not only the researcher role but also the instructor role which created hardship but was necessary to experience the events first hand. However, such a dual role created several difficulties as mentioned.

3.5. Supporting Participants

The supporting participants in this study were students and English language instructors at the Academy of Foreign Languages. They provided supporting data for this autoethnographic study. Creswell (2013) states that the voluntariness and availability of the participants are important factors in utilizing convenience sampling. Hence, in this study, convenience sampling was used because the students were from the researcher's own classroom and their easy accessibility both for participating in the implementation process and for arranging the time for semi-structured interviews was

significant. Similarly, the instructors were from the same institution who knew the context well and easy to access for interviews. Participation was on a voluntary basis for both groups.

3.5.1. Students

In the fall term, 30 students volunteered to participate in the study. 16 of these 30 students were female and 14 were male. These students were affiliated to different departments of the university. In this regard, the distribution of the students regarding their departments are as follows: four students were from psychology, one from computer engineering, three from electrics electronics engineering, three from architecture, four from economy, six from business management, three from public relations, five from tourism, one from computer teaching.

However, this number decreased to 21 in the spring term due to the exemption exam given to the students at the beginning of the spring term as well as student dropouts. The institute made the exemption exam in February and seven of the participants passed this exam. As those students did not need to attend classes any longer, the number of participants decreased to 23. In addition to this, two students stopped attending the classes due to personal reasons shortly after the spring term started. Therefore, the number of participants decreased to 21. The number of female participants was 11 and the number of male participants was ten. In the spring term, the distribution of the students according to their departments was as follows: one from psychology, three from economy, two from public relations, three from architecture, six from business management, five from tourism, one from computer teaching.

The age of the participants was between 18 and 21 years old. All participants except one were Turkish natives. One participant was from Lebanon. However, she was very fluent in Turkish because she had been living with her family in Turkey since her early teens. English lessons are compulsory at all levels starting from the primary schools in Turkey. In this regard, all Turkish native students who participated in this study had already been taking compulsory English classes since the 4th grade of primary school when they enrolled for the university. That is, when the study started, they had been taking English lessons for approximately ten years before enrolling for the university. However, they all failed the proficiency exam given by the institution and had to attend the preparatory programme starting from the elementary level. The

Lebanese student had studied French as a foreign language until she moved to Turkey with her family. After moving to Turkey, she had English lessons during high school years.

3.5.2. Instructors

The second participant group in this study was 16 English language instructors with whom I conducted semi-structured interviews. Three of these instructors were male and 13 of them were female. They had varying educational backgrounds and teaching experiences. In this respect, four instructors had a Bachelors's degree, nine instructors had a Master's degree and three instructors were Ph.D. candidates at the time of the study. In addition to their varying educational backgrounds, the teaching experiences of the instructors varied as well. In this regard, six instructors had teaching experience between 13-17 years, four instructors had had teaching experience between 20-29 years, three instructors had been teaching for 9 years, and three instructors had teaching experience between two to five years. All these instructors were working in the Academy of Foreign languages at the time of this study.

3.6. Data Collection: Tools and Procedures

As indicated by Creswell (2013) collecting multiple sources of data addressing the problem is required for qualitative research. Therefore, in this autoethnographic study, several data collection tools were used. The main data source was the researcher journal as the study was an autoethnography. Other supporting tools were ELF activities, the audio recordings of the classroom implementations of ELF activities, activity reflection logs given to the students at the end of each activity, semi-structured interviews conducted with 12 students from the implementation classroom and 16 English language instructors working in the institution. The following table presents the data collection tools used and related research questions:

Table 1.

Research Questions and the Related Data Collection Tools

Research Questions	Data Collection Tools
1. What are the researcher's experiences in terms of: a) ELF materials development	Researcher journal
1. What are the researcher's experiences in terms of: b) Classroom application	Researcher journal ELF activities Activity reflection logs Audio recordings of the ELF activity implementation
2. To what extent ELF teaching is applicable in a Turkish norm-based context?	Researcher journal Semi-structured interviews with supporting participants

3.6.1. Researcher Journal

Autoethnography is a self-reflective form of writing in which an author uses self-reflection and writing to explore anecdotal and personal experiences and then connect them to wider cultural, political, and social meanings and understandings. In this regard, journaling is highly significant in autoethnographic research. Journaling in its various forms is "a means for recording personal thoughts, daily experiences, and evolving insights" (Hiemstra, 2001, p. 20). By doing so, an author can document the experiences, memories with reflections before they are lost. However, as autoethnography is a form of qualitative research, what makes a story scholarly, credible, dependable, and trustworthy is the most significant question here because being able to tell stories in written or oral form and passing them on from one generation to the other have been an asset of humans since they existed. The intended purpose of autoethnography is to provide the opportunity for the reader and author to become co-participants in the recorded experience (Ellis & Bochner, 2000). In this respect, when writing their stories in an autoethnography, the researchers must not only make introspection, give relevant details and be compelling but also confront themselves as well as the situations that can be considered less flattering, disappointing or negative. An autoethnography "…should allow readers to feel the dilemmas, think with a story rather than about it, join actively with the author's decision points" (Ellis & Bochner, 2000 as cited in Wall 2008, p. 44) and thus readers can engage in the stories " morally, emotionally, aesthetically, and intellectually" (Richardson, 1994 as cited in Wall 2008, p. 44).

In my study, I started my journal in September 2017 and finished it in September 2018. The total word count was 27.565 (See Appendix A). I wrote about all the positive and negative experiences I perceived related to my dissertation topic such as the instances with regard to the process I went through when developing ELF materials, the effects my context had on my study specifically on the implementations of these ELF materials as extracurricular activities, my classroom experiences during these implementations (the transcripts of each implementation hour, the incidents and interactions between student-students and/or student-teacher, the evaluation of the ELF activities I prepared with their drawbacks and benefits), the interactions and/or instances I experienced on the topic with colleagues and even my relatives (formal and informal meetings such as social gatherings with colleagues or institutional meetings, as well as phone calls), the need I felt to take an online course and its outcome, the teacher training course given by an Egyptian teacher from British council, my opinions, and reflections upon reading articles regarding ELF and so forth. Briefly, I collected all my experiences, my reflections, my own personal thoughts, emotions and reactions related to ELF in my personal diary. By doing so, I had the chance to see what I experienced, how I felt and reflected on these experiences. In this regard, my journal consisted of the facts stemming from my experiences as well as my reasoning, opinions, and emotions. The journal data was typed in a word document, however, in a few situations where I could not have the chance to type it into my journal at that very moment such as during phone calls, friend gatherings, lesson breaks, or meetings, I mostly used my mobile phone's notebook, and papers to take my notes. I then typed these notes into my journal as soon as possible while the incidents were still fresh. By doing so, I tried not to miss any detail that could be significant for the research.

3.6.2. Semi-structured Interviews

Interviews can allow us for careful scrutiny of the aspects we cannot observe directly regarding individuals' minds (Kvale, 1996). In this study, semi-structured interviews were held with two groups of participants: 12 students from the implementation class and 16 English language instructors. Interviewees participated on a voluntary basis in this study. All the interviews were conducted one-to-one and face to face in Turkish and all of them were audio-recorded. This data source contributed to answering especially the second research question of my study.

The interviews with the students lasted between ten and 15 minutes. They were asked five questions investigating their views regarding English language education in their context, ELF activities they experienced, advantages and disadvantages of these activities for them, the frequency of such ELF activities in the coursebooks, and if they observed any difference in their perception of English after the activities if any (See Appendix B for interview questions). For member checking, the recorded interviews were transcribed. All the interviewees read their interview transcripts in order to confirm their accuracy and to provide further clarifications where there was a lack of clarity.Then the interviews were translated into English prior to data analysis.

In addition to the student interviews, semi-structured interviews were also held with English language instructors in order to explore their views about English language education in their context, their in-class teaching practices regarding extracurricular activities, their knowledge about ELF and standard English, the perspective in coursebooks' content, and their views about the ELF activities the researcher prepared and if they would use them in their classroom practices. Each interviewee was asked seven questions (See Appendix B for interview questions) and the interviews lasted between 16 to 35 minutes. All the interviews were transcribed. After member checking for confirmation and clarification where lacking, they all translated into English prior to data analysis.

3.6.3. Activity Reflection Logs

At the end of each activity, a reflection log was given in order to elicit the students' views regarding the implemented ELF activity. These activity reflection logs were given in Turkish as the students had low proficiency in English so that they could express themselves comfortably. The reflection logs focused on four aspects: students' opinions about the activity, the positive sides of the activity, the negative sides of the activity and if the activity has any contribution for a learner (See Appendix C for the activity reflection log samples). This data source contributed to the emergence of the themes regarding students' views about each ELF activity.

3.6.4. Audio Recordings of ELF Activity Sessions

Each activity session was audio-recorded so that the flow of the activity, student-student interactions as well as teacher-student interactions during the activities

could be kept. These recordings helped the researcher document her experiences and the interactions during the activity sessions and thus transcribe and reflect on them. Video recording could not be used as the students felt uncomfortable with the idea of being filmed.

3.6.5. ELF Activities

In this study, 13 ELF activities which were based on the content discussed in the published ELF articles within the related literature were employed. Eight of these activities were implemented in the fall term and five of them were implemented in the spring term. Each activity was implemented within one classroom hour which was 40 minutes. However, it should be noted here that the first two activities were implemented in a block hour that took 70 minutes. The rest of the activities were implemented in separate classroom hours. The reason behind this change was the busy syllabus schedule of the institution. As the researcher had to catch up with the institution's syllabus, the rest of the ELF implementation could be done when the researcher could create time-space within that syllabus. Thus, the ELF activities were implemented as extracurricular activities. In this study, ELF activities were also a data source regarding the process of their development as well as their in-class application. The researcher reflected on these aspects to analyze, describe, and interpret them.

In ELF activities, videos from online platforms were heavily used. Furthermore, audios and texts used in these activities were also from online platforms. All videos, audios, and texts were adapted because English used in the majority of these online sources were for higher proficiency levels and might involve long and complex language input. Since all participants were at the elementary level, the adaptation of the sources was vital to make them suitable to the level and to shorten the time. The activities had four parts. The first three were the pre-activity part which had lead-ins including questions, visuals, or a short video related to the topic, the while- activity part with exercises such as question-answer along with a major video or text, the post-activity section which included post activities as well as an ELF discussion regarding the topic. The last section was the part where a short homework was given to guide the students to include ELF into their lives in their out-of-classroom time. Discussions of ELF-related aspects took place during the activities. In the fall term, the implementation of ELF activities took seven weeks. These activities centered around accent variety

(three activities), vowel pronunciation based on LFC (two activities), World Englishes (one activity), and world culture (two activities). Implementation of the spring term lasted five weeks and included five ELF activities. Two of these activities focused on communication strategies including repetition and clarification, one activity focused on world culture and two activities focused on the discourse features of non-native English from three countries China, Japan, and Spain (See Appendix D for activity sample).

3.7. Data Analysis: Methods and Procedure

Thematic analysis is "a method for identifying, analyzing, and reporting patterns [themes] within data" (Braun & Clarke, 2006, p.6). In a thematic analysis, the researcher identifies and categorizes the emerging patterns or themes by moving back and forth within the data through multiple readings (Braun & Clarke, 2006; Creswell, 2013). Ellis (2004) states that one of the methods for the analysis of an autoethnographic text is a thematic analysis. For autoethnographies, thematic analysis is the analysis where stories are considered data and the main aim of the analysis is "to arrive at themes that illuminate the content and hold within or across stories" (Ellis, 2004, p.186). In this regard, I used thematic analysis in this dissertation for my journal, the semi-structured interviews, and reflection logs to seek answers for my research questions.

Braun and Clarke (2006) provide six steps commonly used in numerous research for thematic analysis. These steps are becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes, and writing them all up (Braun and Clarke, 2006). The first step, becoming familiar with the data, refers to reading and rereading the transcripts because researchers need to become familiar with the data. In autoethnography, the analysis of data begins the moment the researcher perceives the information and it is an ongoing event developing over time. In this regard, from the moment I started journaling, my analysis began. I was always taking my notes as initial codes and going back and forth in my journal as my experiences piled up. By doing so, I could not only remember vividly what I had been through, how I thought and felt but also had a better way to immerse myself into the data to detect the patterns. I was taking small notes and using the highlighter. While coding, I was addressing my research questions in mind. However, I did not code every single line or piece of text in the journal. For instance, I had a story regarding a conversation with my

office friend during the break time. When she came into the office, she said that one of her students asked why they kept learning only about British and American English. She was surprised upon this question and thus, we discussed if the implementation was heard by other students in different classrooms and made them reflect on the issue. This instance was not coded as it did not seem to be a part of any pattern in the data. Therefore, I kept detecting all the patterns throughout the journal to generate my codes until the journaling was over.

Upon completing this through reading and initial codings, I moved on to the third step, searching for themes for my coded accounts because the codes needed to be organized into broader themes. Maguire and Delahunt (2017) define theme as a pattern that captures something significant or interesting about the data and/or research question and thus a theme is characterized by its significance. However, Braun and Clarke (2006) state that hard and fast rules about what makes a theme does not exist. In this regard, when conducting a thematic analysis for an autoethnographic text, coded stories regarding self and personal experiences about the dissertation topic may be collected and grouped around a common theme, which was the approach I utilized when analyzing my journal. Therefore, for the third stage of analysis, I identified themes for the codes by grouping the related codes and their related journal parts under these potential themes. By doing so, I could have a clearer perspective on which story would go under which theme. At the end of this step, the codes were organized into broader themes that seemed to say something specific about my research questions. The fourth step, reviewing themes, was followed after that. I checked whether the themes made sense or not by going through my journal data to see if my data and each theme were relevant to each other. I also checked whether there are any overlapping themes and whether they should be separated. Some themes had to be combined into one comprehensive theme. The theme r*esearcher's realizations* were an example of it. Some themes had to be separated into different themes as in the *researcher's reflections*. By considering all these points, I reviewed the themes in my data. As a result of this reviewing phase, I modified and developed the themes and subthemes related to the data. When this stage was completed, I moved on to the next one which was defining and naming themes. I identified the themes by giving them titles that reflected the essence and significance of what was revealed.

As aforementioned, the thematic analysis procedure was followed for the reflection logs and face to face semi-structured interviews as well. Firstly, the data from

the semi-structured interviews were transcribed and member checking procedure was employed so that the participants could check their transcriptions. After that, as data from the interviews were in Turkish, they were translated into English by the researcher before data analysis. In addition to that, as the comments in the reflection logs were also Turkish, they were also translated into English before data analysis. The translations of the data were reviewed by the supervisor and the researcher. Then the procedures of thematic analysis were applied. While doing my thematic analysis of this data, I focused on the participants' voices. I read the translated transcripts several times to get familiar with the data and to generate codes. Then I grouped them under themes and reviewed these themes. Next, I moved on to the fifth step for defining and naming themes, which focuses on identifying what is meant by each theme to understand the data and on coming up with a succinct, easy to understand and effective name for each theme. In this dissertation, codes, themes, and their relevancy were discussed with the supervisor of this thesis and an expert in the field so that the inter-rater reliability was validated as much as possible.

The final step of thematic analysis is to produce the report that represents a coherent and logical account of the research providing evidence for your themes and subthemes. Thus, I wrote my findings with a holistic perspective to tell the entire story of my research in light of my research questions. Additionally, while writing I tried to come up with some striking story titles that could represent my themes and subthemes to make my report more appealing as an autoethnography to the readers. I also used tables to show the themes and subthemes with their story titles for a clearer presentation.

3.8. The Trustworthiness of the Study

Researchers need to assess the rigor and quality of their research. In quantitative studies, the quality of the study is validated in terms of its objectivity, reliability and internal and external validity. In qualitative research, on the other hand, rigor and quality of the study are judged by different methods because the ones quantitative research has is not considered suitable so as to decide for the quality of qualitative research (Korstjens & Moser, 2017). Thus, qualitative researchers speak of trustworthiness and the best-known criteria to establish the trustworthiness of a

qualitative study are credibility, transferability, dependability, and confirmability as defined by Lincoln and Guba (1985).

Credibility is the equivalent of internal validity in quantitative research and is concerned with the truth-value aspect of the research (Lincoln and Guba, 1985). Strategies such as prolonged engagement, persistent observation, triangulation, peer debriefing, and member check are utilized in order to make sure credibility. In this study, I maintained lengthy engagement in the context as it was my working place; I was a member of the context. In this regard, I was familiar with the education system in the context as well as its several aspects such as the participants' profiles, coursebooks, exams and so forth as I had been teaching in the research context for nearly six years prior to the study. Also, I was able to employ the strategy of persistent observation for credibility as I was constantly in the research setting as an instructor. I could identify the characteristics and elements related to the issue under scrutiny due to the prolonged engagement and persistent observations which were also in the nature of autoethnographies and which helped me understand the processes both as a researcher and an instructor.

Triangulation, which is defined as utilizing various data sources or methods in qualitative research in order for the phenomena under scrutiny to be understood comprehensively (Patton, 1999), is another strategy significant for the credibility of a qualitative study. It is significant to test credibility through the convergence of information from different sources. Denzin (1978) and Patton (1999) indicated four different kinds of triangulation which they presented under the name of method triangulation, investigator triangulation, theory triangulation, and data source triangulation. Method triangulation which is frequently used in qualitative research refers to the use of multiple methods in data collection such as interviews, journals, open-ended questionnaires and as such. Investigator triangulation refers to the participation of two or more researchers in the study being conducted so that multiple observations and conclusions can be provided. By doing so, confirmation of findings can be provided. Theory triangulation addresses the use of different theoretical perspectives when analyzing and interpreting data because different theories can assist the researcher in supporting or refuting the findings in the research. Lastly, data source triangulation refers to data collection from different types of people such as students, instructors, families, etc. to gain multiple perspectives and validation regarding the data.

In this study, some of these triangulation strategies were utilized. Method triangulation was one of the triangulation strategies employed in this study as the data was collected via multiple methods such as researcher journal, semi-structured interviews, activity reflection logs, audio recordings of implementation, and activity plans. Furthermore, theory triangulation was used as the findings were interpreted by addressing two theoretical perspectives: ELF and Critical theory. Finally, the data was gathered from different sources. As this study was an autoethnography the main data source was the researcher herself, but there were also supporting participants such as students and instructors. In this regard, data source triangulation was also employed in this study.

Another strategy to establish credibility is member checking which is also called participant validation (Rallis & Rossman, 2009). Member checking is the process where participants are asked for feedback regarding the researcher's interpretation of the data provided by them. In this study, I not only applied member checking during the natural course of conversations with the participants but also the transcripts of interviews were given to the participants for feedback and accuracy check regarding the data they provided.

Peer debriefing is another strategy employed for the credibility of the study. It refers to an external check as a peer review. In this study, firstly, my supervisor reviewed the translations of the data collected in Turkish and she monitored every phase of the study, from establishing a research design to the review of the coding and themes generated from the data. She provided constructive feedback in all these phases of the study. Besides, an expert in the field also provided peer debriefing for the inter-rater reliability with regards to coding, themes and their relevancy. Also, my thesis committee members monitored the steps of the study and provided an external check and constructed feedback throughout the whole process.

As this study is an autoethnography, a significant aspect that needs to be mentioned for such studies regarding reliability and validity is that they depend on how credible the story and the storyteller (Ellis, Adams & Bohner, 2011). Ellis et al (2011) state that in autoethnographies the narrators' credibility is referred to as reliability. In this regard, assessing the story structure in terms of its consistency is significant when determining reliability. Fine (1993) highlights the importance of being critical and honest instead of creating an illusion that presents the research process from an optimistic stance making it seem all is fine in order to maintain quality (as cited in

Tracy, 2010). This requires researchers to confront themselves and situations that may be less flattering and thus accept the vulnerability of revealing themselves to a greater audience, which can be a difficult task. In this study, I provide a first-hand account of my experience in a starkly manner where my frustrations, exhaustion, battles and stumbles outweighed my lavender and roses moments. By portraying all those moments, I tried to show the readers what I lived through so that they could feel and think with the story. Doing so also contributed to another important issue in autoethnographies that is closely related to reliability: validity. When validity is considered for autoethnographies, the concept of verisimilitude is emphasized. Ellis (2004, p. 124) states that:

> In autoethnographic work, I look at validity in terms of what happens to readers as well as to research participants and researchers. To me, validity means that our work seeks verisimilitude; it evokes in readers a feeling that the experience described is lifelike, believable, and possible. You also can judge validity by whether it helps readers communicate with others different from themselves or offers a way to improve the lives of participants and readers- or even your own.

In this sense, Ellis (2004) highlights the idea of narrative truth in autoethnographic accounts and emphasizes the need for judging autoethnographies in terms of the *usefulness* of the story. As Bochner (2001) advocates that the significant point regarding autoethnographies is the consequences narratives have and the uses they can be put. I believe the usefulness of this story can only be determined by its readers and the consequences of it can only be seen if my story can successfully give insights for teachers who may be working in a similar context and attempt to implement ELF in their context.

Another important element of the trustworthiness of a qualitative study is transferability which refers to the aspect of applicability (Licon & Guba, 1985). Researchers need to give a thick description regarding the aspects of research such as the setting, participants, the research process and so forth so that readers can judge if the findings are transferable to their own context, which is named as transferability judgment. Transferability, or generalizability in Ellis, Bochner and Adams' (2011) terms, is also important to autoethnographers. However, generalizability in autoethnograpies is not in the traditional meaning in social sciences which gives it a meaning of applicability to larger samples. As Ellis (2004) explains in autoethnographic

research generalizability moves from respondents to readers who determine whether they can relate to the story in terms of the experiences and lives told by the author. By doing so, readers compare their lives to the ones in the stories and they try to see the similarities and differences, the reasons beneath in some cases with a feeling of being informed about unfamiliar lives (Ellis et al, 2011). This, as a result, also provides validation. Ellis (2004, p.22) states:

> I would argue that a story's generalizability is always being tested – not in the traditional way through random samples of respondents, but by readers, as they determine if a story speaks to them about their experience or about the lives of others they know. Readers provide theoretical validation by comparing their lives to ours, by thinking about how our lives are similar and different and the reasons why.

As Bell (2002) states "no matter how fictionalized, all stories rest on and illustrate the story structures a person holds. As such, they provide a window into people's beliefs and experiences." (p. 209). Therefore, I aimed to provide such a window for the readers in this study by giving a thick description of the research methodology, the context of the study, participants with their educational and other related backgrounds as well as data collection and analysis procedures. Therefore, I attempted to bring readers into contact with all the components of this research and its process as well as my experiences stemming from this process in the pursuit of making my story spoke to the readers with its possibly familiar as well as unfamiliar aspects which were not previously presented to them.

The last criteria to ensure the trustworthiness of a qualitative study are dependability and confirmability. Dependability refers to the aspect of consistency regarding findings. In this study, I did my best to give the descriptions of the relations between findings and context, the participants and the setting, the data collection instruments and analysis methods. Confirmability refers to the aspect of neutrality. In traditional qualitative research, however, the interpretation should not be based on your own viewpoints. On the other hand, it is discussed that confirmability in traditional qualitative methods may not apply to research such as autoethnography and heuristic inquiry which are highly personal. Autoethnographical accounts involve first-person voice given through the lens of the researcher as the primary instrument and contain various aspects such as contextual details, dialogue, emotion, and self-consciousness

and stories affected by history, social structure, and culture (Ellis & Bochner, 2000). In autoethnographies, subjectivity is a crucial concept because the subject of the study is the researcher and the meaning she makes of her experiences, which becomes the source of main data (Ellis & Bochner, 2000). These features of autoethnography as self-as-subject research seems to create a clash in terms of confirmability, and it can be argued that lacking in this aspect of the rigor of conventional research is a challenge for these methods. However, as autoethnography is a form of qualitative research confirmability can still be provided. Firstly, triangulation, which was adopted in this study as mentioned previously, can be a useful strategy for ensuring confirmability. For instance, the triangulation of data sources in this study can be viewed as the aspect where confirmability of a traditional qualitative study can be found because the semi-structured interviews conducted with supporting participants resulted in shaping the findings by the participants especially for the second research question of this study. Secondly, describing the research situation with all aspects such as setting, participants, data collection and analysis procedures, and theoretical background can maintain confirmability, which I provided in this study. By adopting these strategies, the evaluation of confirmability within self-as-subject research can be provided.

3.9. Ethical Considerations

Qualitative research explores people's reflections and experiences of the phenomenon under scrutiny and presents them to a large audience. Therefore, researchers have to consider ethical issues such as voluntary participation, informing the participants about the research objectives and getting the consent of the participants before they become a part of the study and the protection of their rights and identities (Creswell, 2013; Patton, 2002). In this study, participation was on a voluntary basis for all supporting participants. As the researcher as well as the instructor of this study, I was careful about not putting any pressure on my participants. I paid the ultimate attention that the research setting and my researcher identity would not put the participants in an uncomfortable or insecure situation. I built my relation with all my participants on trust and rapport. Information about all the phases of the study and all the steps to be taken were provided in detail before the whole process began.

I gave the volunteers informed consent forms (See Appendix E and F). In this form, the participants were informed about the research aim, data collection tools, and

procedures as well as their rights as participants regarding anonymity, confidentiality, and withdrawal from the study. In this regard, the participants were ensured that their names and the data provided by them would be kept confidential by the researcher. All participants were ensured that their privacy would be protected, and what they shared would be safely protected and held in confidence by the researcher. Therefore, only related parts from their interview answers were used and as the participants must be ensured about privacy and confidentiality by protecting their names and identities, codes like S1, SA for students and INS 1, INS 2 for instructors were used instead of their names when quoting their answers. I emphasized their right to withdrawal from the study whenever they like. As a researcher, I answered all their questions and I discussed their concerns regarding their participation and the whole process of the study whenever they needed throughout the research.

3.10. Summary

This chapter has firstly presented autoethnography as a qualitative research method and the rationale behind adopting it. Secondly, research setting, my dual role in the study, and supporting participants were provided. Thirdly, data collection tools, as well as data analysis procedures, have been described. Finally, the chapter has described how the trustworthiness of the study has been realized and what ethical considerations have been taken into account.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the findings regarding the research questions of this study are presented with detailed and comprehensive descriptions. The findings are given in four parts. The first part will provide the findings of the researcher's experiences about ELF materials development. The second part will provide the findings related to the researchers' experiences in terms of classroom application. The third and the fourth part will give the findings with regard to two categories revealed concerning ELF applicability: the challenges and the opportunities.

4.2. Part 1: The Researcher's Experiences in terms of ELF Materials Development

In the researcher' journey of an ELF implementation in a norm-based Turkish context, two themes regarding the process of ELF materials development emerged. These themes were the challenge of moving from theory to practice and the time-consumption of ELF materials development. These themes and their story titles are shown in Table 2 below:

Table 2.

The Researcher's Experiences in terms of ELF Materials Development

Themes	Story title
The challenge of moving from theory to practice	*The Crux of the Matter*
Time-consumption of ELF materials development	*Time: My nemesis!*

4.2.1. The Crux of the Matter

All that started with a positive mindset:

"[…] I genuinely believe the righteousness of the perspective I mentioned. I think it is a perspective that goes beyond teaching English. Educating students who view differences as enrichment and respect them […] Adopting the idea of unity in diversity […]"

This was my reply in the email I sent on 5th September to the assistant professor who wished me success in my studies just two days before my dissertation proposal day. While I was writing these sentences, I was looking through rose-tinted glasses thinking only about what ELF could give to my students. I was not aware that the crux of the matter was waiting for me up ahead. Two days after that emailing, I presented my dissertation proposal to the committee and with some major changes, my dissertation topic was accepted. For my dissertation, I was going to develop ELF materials and then implement them in my classroom. By doing so, I was able to witness the whole process and experience it from the first hand. As my first task was to develop ELF materials, I immediately started investigating the literature for some ELF activity samples which could give me an idea of how ELF activities were designed so that I could create my own for my classroom. The fall term was going to start in a few days and I had no time to loiter, so I knuckled down to my work.

The only activity idea in my mind was to expose my students to the accent variety of the English language. I was thinking that this would be a perfect start. Showing them the variety in today's world as an introduction to the topic would be very appealing. However, I did not know how to turn this idea into an ELF activity. Besides, I had a whole academic year and I needed some other ideas, but other than accent variety, my mind was like an empty sheet. After a few days of searching, I realized that I was lucky in neither finding a sample nor creating one. I had been a teacher for 17 years. I had taught English to many different age groups, and throughout my teaching career, I had never had an issue with creating classroom activities. Even during my masters' thesis, I had created many reading activities targeting strategies, and I did not recall having any difficulties in developing those materials. Nonetheless, when it came to developing an ELF activity, most of my teaching experience seemed to be in vain. The theoretical knowledge I had about ELF was not helping me because I was not able to visualize what an ELF activity should look like and what made it different from an EFL activity. I did not know what to present and how to present it to my students in the form of a classroom activity. The constant question passing through my mind was "What type of activity can count as an ELF activity?" Turning a perspective into an actual classroom activity was something that I had never done before. I was not certain whether an ELF activity should include different sections that would distinguish it from a usual EFL activity. I was not certain what kind of contents these ELF activities should include. That was why I felt the need to find some examples that might give me a sort of

embodiment of that perspective. By examining a sample, I wanted to make sure that I would be walking on the right path. However, despite all my effort, I was not able to find anything for in-class practices. I was constantly reading and searching the ELF literature, but nothing seemed to give me a clear guidance in my path. In one ELF study, I came across an activity sample which included a few opinion questions for an ELF discussion, but for higher proficiency levels such as teacher education. However, my students were at the elementary level, so I was looking for something more appropriate for low proficiency.

I continued searching for more days, but upon not being able to reach my aim, I started to feel the negativity. As the September days were passing by, my positivism and determination were beginning to be replaced by frustration, anxiety, exhaustion, and panic. I had been spending lots of time figuring out what to do and searching for some traces of an idea, and yet ended up nowhere. It had been nearly a week and I was still not able to find anything I could make use of. However, soon after, I bumped into a video on YouTube about teaching ELF pronunciation. Two teachers Katy Simpson and Laura Patsko were giving a seminar to a group of teachers. After I watched some parts of it, I searched the internet and I found their website called *https://elfpron.wordpress.com* on ELF pronunciation. I had also read Robin Walker's few articles about teaching ELF pronunciation. Therefore, I began considering doing a pronunciation activity as a starter instead of an activity about accent variety. However, I had to admit that I was having second thoughts as I did not like the idea of giving up on my accent variety. The reason why I was willing to develop that activity rather than pronunciation was that firstly pronunciation activities were not going to be something new for my students since our coursebook was already presenting tons of pronunciation drills in every unit. Secondly, I had never seen an accent variety in any coursebooks I had used so far. Hence, I thought it would be more appealing to the students when compared to a pronunciation activity which they would be doing frequently throughout the whole year. I wanted something different, something striking for my students. In this regard, an activity on accent variety would be something out of the box for them. However, because I could not figure out how to present such an idea as an ELF activity, I found myself seriously considering about a more familiar content: pronunciation teaching. What I had was the idea of concentrating on some core features in LFC for international communication, and because that was all I had, I began to convince myself that pronunciation could be a much more suitable idea for my students' proficiency

level. Frankly, it was not a bad idea, but I still had my will for an accent variety activity. After giving it some thought, I felt that I was not satisfied with the idea although it seemed like a good alternative. Thus, I decided not to give up hope on my accent variety activity and to go on searching to figure out how to present it. I put the pronunciation idea aside and directed my attention to what was lying in my heart.

I searched for a solid way to present a variety activity for a few more days. However, my days of pursuit were futile. I was not able to get the gist of exactly how I needed to prepare such an activity. Unfortunately, the literature was not guiding me enough for my context. My reading-searching cycle turned into an endless loop, just like in the movies where a group of people gets lost in a forest. They walk and walk for so long to find a way out. However, in the end, they realize that the tree they have just passed by is the same tree they passed a few hours ago. They can never find the exit no matter how long they walk. That was my situation. I was lost in a loop, but the scary thing was this was not a movie. This was real life with a real dissertation, and I was just grasping at straws. Feeling down, I unwillingly decided to go back to the idea of pronunciation activity. I sat in front of my computer and opened the *elfpron* website to explore it better. I watched the conference of Robin Walker on YouTube and all the videos regarding the pronunciation teaching of Katy Simpson and Laura Patsko. With no other option left in my hands, I accepted my failure and decided to do a pronunciation activity. I also read the articles by Robin Walker once again. This time, I really convinced myself that LFC was a good starter. I could concentrate on some vowel sounds that were considered core for intelligibility because elementary students could get confused about the pronunciation. Hence, starting with a pronunciation activity seemed to be a secure idea for my elementary class until I completely figured out what else I could do. Thus, I started to prepare an activity by combining ELF content and the tips I found in ELF videos and articles. However, a confusion crawled up to my mind in the middle of my “OK, let’s do this” moment. I got confused about something regarding ELF and pronunciation teaching. It was a confusion about how my own attitude should be regarding the topic. I remembered the coursebook content. Naturally, the coursebook did not provide pronunciation activities based on LFC. It also included non-core features. Thus, a question started to bug me: How should my attitude be towards pronunciation teaching? If some of the pronunciation features were considered irrelevant according to LFC, should I exclude the related activities in the coursebook to avoid a dilemma in my attitude? Does integrating ELF require me to exclude some

things from the usual curriculum? However, it did not make sense nor seemed ethical because the students were taking exams based on the coursebook content and there could be questions about the pronunciation sections of the book. A year ago pronunciation was assessed in the exams. They gave the students several groups of words and instructed them to choose the word that had a different sound. It was like an *odd one out* activity. What if the students were asked similar questions again? Thus, I could not exclude them. However, I was confused about my attitude. Hence, with such dilemmas in my mind, I decided to read more and thoroughly about it because I did not want to make a false start with some fuzzy mind. Maybe, I could not get the perspective right at some point or I overlooked what the literature advocated regarding this matter. At that confusion moment, I decided to give up on the pronunciation idea until I solved my dilemma.

Having to go back to my loop, I started to feel that I would fail in my dissertation. Every attempt I had been making and the days I had been spending in the hope of getting a glimpse of an ELF activity were nothing but a dead end. All seemed futile. After experiencing a few more days of nothingness, I was eventually convinced that ELF materials did not exist in the field. I was feeling very negative because of being empty-handed despite all my effort. I feared that my dissertation would be heading towards being a great failure even before starting it. My constant feeling was that I hit the rock bottom. Though my inner world was aiming for an ideal implementation, it had been days since my dissertation proposal day and I had been in this vicious cycle day and night. I got really frustrated with asking the same question to myself like a broken record every single day and of not being able to find the answers. When unanswered questions combined with the dead-end readings and researching, demotivation and confusion were deepening in my mind, bringing me to a questioning of my own adequacy for such an implementation and even conducting a Ph.D. study. I had been questioning if it was me incapable of doing it. I really did not know what I should do. I was seriously thinking about quitting my dissertation topic.

Although I was a person that could easily feel blue and ready to throw in the towel, I was also deeply scared of failures. As I could not find any ELF activity samples or an inspiring idea for my classroom, I admitted the fact that I did not have any precise route map and I had to create them from scratch based on my personal understanding about the perspective, all alone trying to make my way out without clear guidance and most probably in a torment of perplexity. Hence, I decided to stick to the smallest idea I

had in my mind, which was showing the samples of varieties in English use throughout the world. I was willing to show the students this variety via people of different nations such as French, Italian, Japanese, and so forth, and to emphasize the fact that how they all spoke English differently and in their own way. But how? I clung onto that idea, but the rest was so vague. Firstly, I was not sure about the sections I needed to incorporate. Secondly, I had no idea about what the content of other upcoming activities could be. After all, I thought that focusing on only variety throughout the whole implementation was not a good option for the dissertation. Or else, it would be studying only on English accent variety rather than ELF. Besides, revolving around only one topic seemed like an inefficient way to present the perspective to my students. In addition, engaging my students with only one aspect of ELF throughout the whole academic year could be boring for them and they might not want to participate in the activities after a while. Exposing them to similar things again and again and doing similar activities might not be very appealing. However, I was still very far from getting the gist of an ELF activity and developing a single one. The fall term had already started and under these circumstances what I was feeling was nothing but panic and frustration.

After my 13 days of floundering, something happened; something that eased some of my panic. I bumped into an article where some ELF activity ideas stemmed from a project were given. The activities were not given in very specific details like in a hand-out or worksheet as teachers are used to. However, their contents were summarized, which was more than I was searching for at that moment. The article was written by Vettorel (2015) and finding it gave me the most joyful moment so far with a strong feeling of relief. A kind of relief that seemed to lift a great amount of stress I was holding inside. It was the day I got my positivism back. Until that day, I had been like a drifting boat not knowing where to go and what to do, but this article was like a “Land ho!” call. I had been reading and searching day and night for so long just to get a glimpse of a solid idea I could start with and pave my way afterward. The days had been passing by very fast, but I had been standing still with my hands tied. I had not been sure of how to proceed in my study. I had been feeling so lonely, anxious, and ready to give up. However, after finding that article, at least now I had an idea of what could be done. Not knowing what to do was so burdening, but Vettorel’s article literally turned on a dime in my study. Finally, things were beginning to shape in my mind to some extent. I felt I could finally start creating the activities and plan my implementation.

Having found this invaluable article, I decided to prepare a song activity as an accent variety activity. As all language teachers know, songs are loved by many students. The idea comparing the native and non-native version of the same song, figuring out some words by listening firstly native and then the non-native version of it all came from this article where I combined two features which are shown in italics below:

> Web resources, in the great majority of cases videos, are indicated as a point of departure for different accents as *songs in the case of British, American and Australian varieties.* We also find a video on multicultural Britain and one mentioning slang expressions in South African English, citing the 11 languages spoken in South Africa, for which students are asked to *take_notes of the words mentioned in the video* and to match them with the British English equivalent (Vettorel, 2015, p. 232).

The article gave me a pretty good basis to create my own activities although it was still not providing a concrete layout. However, I was determined to be content with what I had. Finally, I was feeling hopeful and I was not going to let it fade away. Dear Vettorel became my guide to kick-start my dissertation. Now it was time to be creative, to find the audio-visuals needed, and to prepare the activity layout in the form that I could hand over to my students. Hence, I decided to combine ELF content with a classical EFL activity layout that has pre-, while-, and post-activity sections. However, I had to admit that I was still not sure this layout was a correct way to go to create an ELF material, but I had no other choice.

After I found the article, I could not help thinking about what would have happened if I had not bumped into that article at all. Although I had been reading ELF articles prior to my dissertation, I now realized that the field was so barren regarding classroom practices. I could find only one article and frankly, without this article, I could not conduct my study. Until it showed up, I felt frustrated, confused, and panicked. I chose to endure that process full of negativity because I had a very strong driving force: my dissertation. This fact also made me think about something else: other instructors. If I was an instructor who was not conducting any academic study but only believed ELF would contribute to her students in many ways, would I still be insisting on a way out? Or another question to ask: how many instructors would?

4.2.2. Time, My Nemesis!

The time I got into the dissertation process, I was not that naive to think that it would be all lavender and roses. However, I had to admit that I had not thought of such a tough fight right in the beginning. Well, I do not know. Maybe I was naive, at least a little. After struggling so hard to figure out what I needed to do for my ELF classroom practice, I was not expecting to face the second serious challenge so fast. Although I was feeling hopeful and content for the first time as some activity ideas started to pop up in my mind thanks to Vettorel's article, I could not foresee the wrecking punch coming right in the middle of my face: the time-consumption of materials development. When I realized that I was going into a second hard fight, I really started to question my IQ level because of my incompetency in predicting. So, let me tell you my second round on the boxing ring:

As I decided to prepare a song activity for accent variety, I picked one of my favourite songs which I had always used for my elementary classes to practice the days of the weeks. It was a song of a British band. It had always been good practice for my elementary classes as a gap-filling exercise and as a fun revision for the days of the week. After all, it was music! As I had already decided which song to use, the only thing left was to find a non-native cover version of it. The internet was full of such covers. In my opinion, the only thing I had to pay attention to was the pace of the two versions of the songs to be equal. Therefore, I decided to pick acoustic versions for both original and the cover song. After some search on YouTube, I came across an Indian musician. His cover version was acoustic with a nice pace for the elementary level. Thus, I decided to play these two cover songs for the activity. After arranging the pre-, while- and post-sections, there it was! The song activity with all its sections was ready. Finally, I had something concrete in my hands and it was time to prepare the second activity. I was happy, really happy. However, I had no idea that my happiness would last short because there came the trouble.

Showing varieties was my aim right from the beginning, but I needed a proper video for it. I wanted something authentic, something that was presenting real-life speech samples of English from people of various nations. Hence, the next day I sat down in front of my computer and started looking for it. Hours passed, but I had nothing. I searched for it on websites such as YouTube and Dailymotion, but still, there was nothing appropriate. I searched for it with every possible name I could make up

"English as a lingua franca", "ELF speech, "non-native English", "non-native speech", "non-native discourse", "variety of English", but nothing that could meet my needs came up. There was nothing appropriate that I could use for my classroom in terms of duration, proficiency level and content. On spending hours to find a few-minute video and failing in it, the feeling of frustration, which ridiculously had become a part of my inner world since I started this study, came back. I thought that situation was becoming a nerve-wracking one. However, the only source where I could find such audio-visuals was the internet, and I realized that trying to find something suitable there was like trying to find a needle in a haystack. The internet, though a valuable tool, was unfortunately a bottomless pit. Most videos I could find were for upper proficiency levels. Interviews, informative videos regarding different cultures, and authentic samples of non-native/non-native and native/non-native conversations all included lots of complex structures and higher proficiency vocabulary. It was impossible for my students to even get a general idea about them. Besides, some videos had profanity as they included authentic talks or irrelevant trivia that added extra time to the videos. I could not use them in a classroom environment. Therefore, finding the appropriate audio-visuals for the activity seemed almost impossible.

One more time, I felt like my dissertation was obliged to be doomed because my *in vain* moments were back! I realized that when you needed to create a material and the only source in your hand was the internet, this meant *for you the bells toll* because there were tons of audio-visuals and none of them could match with what you were looking for. Your search could take hours and yet you could end up with nothing. Hence, I, like Neo swallowing the red pill, realized that preparing this activity would be such a time-consuming one that would take a serious amount of time and effort. However, there was no going back. All I wanted to find was a short video that could show some samples of different uses of English. I wanted to find something short, simple, and to the point. I also wanted the video to be enjoyable and meaningful for my students; something they could like and understand at least in general. However, upon ended up with nothing, I asked myself "Should I give up on this cursed accent variety activity?" because whenever I attempted to do something with accent variety, it felt like I was having bad luck. I spent my entire day and evening for searching, but there was nothing, over and over again. My eyes started to hurt because of looking at the computer screen for so long. Thus, I decided to go to bed and get some sleep. As I lied in bed, I started weighing my options to figure out what I needed to do and which direction to go

because I was intimidated with not finding a few-minute video despite a long search and I was going to need lots of videos for the upcoming activities. However, the possibility of finding them seemed to be so little. While thinking in my bed in the dark, as if in a virtual reality, I envisioned myself standing at a crossroads. Four different roads were emanating around me one by one. The first road was to create another activity instead of variety. The second one was to go on searching for that variety video. The third road was not to use any audio-visuals, and the fourth road was to change my dissertation topic. If I decided to take the first road, I believed it would be eliminating a fundamental aspect of ELF. I had already followed the second road and I realized that it was a dead-end. I could not even consider the third road because personally, I believed videos were vital for ELF materials so as to include some authenticity in the videos. How else could I incorporate spoken language effectively? Besides, students always enjoy watching videos rather than merely listening to audios or reading texts. Finally, there was the fourth road and I asked myself "Should I?" I could not help thinking of quitting everything. From my point of view, finding the videos was crucial for my study. Maybe I might sound a bit obsessive, but I believed that by using videos, I would have the chance to bring real ELF into the classes at least to some extent. Besides, the activities would be more engaging, appealing, and enjoyable for the students. As an instructor, I had witnessed so many times in different classrooms that using audio-visuals helped students show a high level of participation in the activities. Therefore, if there were no audio-visuals, then there would be no activity. For me, it was that simple. I tossed and turned in bed because of thoughts. I was unable to get to sleep. Thus, I, once again, found myself in front of my computer, on the same routine, searching for the video though my inner voice kept telling me to stop torturing myself and at least to talk to my supervisor to change the dissertation topic.

Despite my second round of searching, there was nothing again. I thought if a video suited to my criteria had existed, I would have already found it. Thus, I stopped searching and accepted my failure. I was to take the 4th road. I was angry and disappointed with myself. I felt so inadequate, but I also knew there was nothing to do. At least, I really tried. However, in that *giving up* moment, I was not aware of an obvious solution. Something that I had already known about but never occurred to me. Like millions of people living on this planet, I had been a YouTube audience for quite some time. I had my favourite channels such as Barış Özcan, Ted talks, Gizem Altheimer, the Dodo, and many more. I had already heard *the solution* from the

YouTubers countless times. However, surprisingly enough, it had not occurred to me till my most desperate moment, the moment I decided to quit. It was so weird, but this simple yet wondrous idea hit me only after I gave up. This solution literally popped up in my head out of blue and it gave me the opportunity to turn my back to that crossroad with only 4 roads and to pave my own, the 5th road: *editing.* This occurred to me when the time warps in the YouTubers' videos suddenly appeared in my mind. It was my perfect *Vicky the Viking* moment, one of the old animes I used to watch a lot when I was a kid. The main character was a Viking boy called Vicky, and whenever he got a brilliant idea or a solution to a problem, he said "I got it!" with a finger snap and a big smile on his face. I exactly had that Vicky moment when I thought if I could not find the exact audio-visuals, then I could adapt them by choosing the video parts which included simpler expressions.

The following day, it was time for me to find the video I needed, and to adapt it for the activity. After searching, I could find a video where the international students in Erasmus programme abroad were introducing themselves and saying how they felt about studying there. The students in the video were so cheerful and their greetings were so friendly that I thought this was a nice video to choose. Besides, university students usually would like to go to Europe via the Erasmus programme, so I thought the video could be motivational and appealing to my students. There was even a Turkish student speaking in the video. However, it needed lots of adaptation. I had to choose the parts to show to my students because there were lots of students and complex sentences. Secondly, a guy was doing weird moves that I would prefer not to show in the classroom. Hence, I spent two days on determining the parts that I could show and preparing the other sections of the activity. When I was done, I had my two activities as handouts and I was ready for the first week of my implementation. However, while I was preparing the latter activity, I was also worried thinking about the two academic terms ahead of me to implement ELF activities. I wondered if I would go through this long and hard searching-adapting phase for every single activity. I would have to search for an audio-visual relevant to the activity. Then I would have to adapt it to my classroom. Besides, there was also the risk of not being able to find a suitable audio-visual at all. Hence, I might have to change the content and search for another audio-visual going through all the process all over again. Only after these stages were passed, I could develop other sections of the activity and turn it into a handout for my students.

Thinking about these possibilities really intimidated me while I was preparing the activity. Unfortunately, throughout the implementation I saw that I was right about my worries as these time-consuming processes became one of my realities in some toher activities. For example, in the third accent variety activity I implemented in October, I experienced the hardship of even finding a proper video. Some videos I found included a great amount of profanity, so it was useless to attempt to adapt them. Some were using really very long and complex sentences. Some were not appealing to watch, at least from my point of view. Upon not being able to find what I was looking for in the video websites, I started to search it in Google and different websites. Totally by chance, in one of the results I came across a website where I saw a video of an actress who was performing different accents. It was suitable for classroom use and seemed it did not need much adaptation because the actress was using a few greeting sentences in most of the accents she showed. I thought that the content was easy to present to the students. Besides, she was going through each accent one by one with similar sentences, like a list, except for a few so it seemed easy to follow. Thankfully, I bumped into this video. Or else, I would still be searching for one or maybe even stopped searching for it and changed the content.

Another activity I spent a lot of time to prepare was the world Englishes activity I implemented in November. To find a video on Indian English was rather easy as there were lots of them on the internet. I could easily pick one. However, finding proper videos for especially South African English and Singlish was so hard. For sure, I found some videos, but I could not use them because I thought some of the videos I found about South African English were too difficult to understand even for higher proficiencies. Some videos I found about Singlish were also for upper proficiencies. Hence, although some had subtitles, I could not use them. Some videos, on the other, hand were not appropriate for classroom use. For instance, one Singlish video which I thought would be appropriate at first glance, turned out to be very disturbing. In the video, two women were chatting in their house sitting at a table; however, as the video proceeded it became chaos where one of them started yelling in a high pitch volume, which made the video impossible to use. At the end of my search, I could find two appropriate videos. In one of them, a South African girl was explaining the differences between standard American English and South African English, and in the other one, a Singaporean girl was explaining the usages in Singlish. I thought these videos were the

best fit for classroom use though they needed lots of adaptation because of their long duration and the complex structures used in it.

American Culture activity I implemented towards the end of the fall term was another example of this time-consuming aspect of ELF materials development due to the hardship of finding appropriate videos that could reflect the content. I wanted to show my students how Americans celebrate some occasional days such as Halloween, Thanksgiving, New Year's Eve, and Independence Day. I thought they might have heard of these days and we could speak about it. Besides, some students were interested in American culture as they were willing to go to the States for *work and travel*. Besides, Standard English was the English they were exposed to already, so I thought to give America in a *culture activity* seemed a better idea. However, I never thought that it would be difficult to find an appropriate video about these cultural aspects, namely American festivals. After all, it was America and the widespread American culture, right? I was surprised after I started my search. Although I searched lots of websites, I could not find any proper videos that could meet my needs about these cultural occasions. Therefore, I eventually gave up searching and prepared PowerPoint slides with some related images. However, not integrating an audiovisual bothered me, so I started to search for some audios and I found an audio track that I could use with the topic.

A final example regarding the issue was the Communication Strategies activities I did in the spring term. For these activities, I could barely find two videos on the whole internet although I probably checked almost all the videos under the title of communication strategies and intercultural communication. However, neither of them were really satisfying videos. One of them was shot in a night club in Thailand, which I hesitated about using it in the classroom for this reason. Besides, there was some background noise. However, the conversation could be heard and it had English subtitles. Hence, I thought this would be an advantage for the students when watching it. The second video I found was, unfortunately, for higher proficiency levels, but because I had no other source at hand, the adaptation had to be to a great extent. Besides, I also transcribed the dialogue for the students and gave the list of the unknown vocabulary.

Unfortunately, the time-consuming aspect of developing materials was present throughout the study due to the process of searching for sources on the internet and the need for adapting them. Moreover, I had to check the content of every single video I

found in order to evaluate them. That was the only way to see if the videos could be used in the activities, if they were appropriate for a classroom setting, and if I could adapt them. I had to watch all the videos I found to pick the most appropriate one. The internet was so endless and coming across the appropriate videos and adapting them required a significant amount of time and effort. This was not an encouraging process. On the contrary, it was mostly frustrating. I frequently felt that I did not have the nerve to scan the net or the content of the videos I found anymore.

Frankly, before getting into this process, it had never occurred to me that the materials development part of my study could be so time-consuming. I was always scared about the implementation part. I had never worried about the materials development process. However, after seeing how much time it required I thought that this was not that easy for an instructor to work so much on a single activity. It really required steel made patience and a sort of determination. Although it was my dissertation, I even lost it many times. Hence, during these moments, the question passing through my mind was "How would any instructor keep this thing going?" Instructors already have a heavy workload. As an instructor, I also had many duties such as preparing my classes in line with the syllabus, creating revision materials, reading quizzes and exams throughout the academic year, and my institutional duties as a member of the material development unit. Therefore, lots of questioning was coming to the surface in my mind: "Can an instructor deal with creating ELF activities alongside with all the workload she already has? Can she really find the motivation and determination to come that far? Can she devote so much time to this? or "Is it me who is doing something wrong?", and in those questioning moments, the idea of having ready-made ELF materials developed by ELF scholars, the professionals, or the publishing houses for different proficiency levels usually seemed the best idea to support instructors in their ELF implementations.

4.3. Part 2: The Researcher's Experiences in terms of Classroom Application

As for the researcher's experiences regarding the classroom application, the thematic analysis revealed four themes. These themes were time constraint, researcher's reflection on ELF activities with two subthemes (pros of the activities and cons of the activities), students' views of ELF activities with two subthemes (negative views and positive views), and researcher's realizations with four subthemes (the need for

teacher's content knowledge, increase in L1, ELF teachability and the hardship of creating ELF-aware students). The themes and the subthemes are presented with their story titles in Table 3 below:

Table 3.

The Researcher's Experiences in terms of Classroom Application

Themes and Subthemes	Story title
Time constraint	*Oops! The Clock Is Ticking!*
Continuation of Table 3. Researcher's reflection on ELF activities • Pros of the activities • Cons of the activities	*The Cooked Carrots*
Students' views of ELF activities • Negative views • Positive views	*I Think, You Think*
Researcher's realizations • The need for teacher's content knowledge • Increase in L1 • ELF teachability • The hardship of	*Please, Excuse My Ignorance* *Is It a Little Too Much?* *When MY Is Different for Everyone…* *Is This a 'Betwixt and Between' Situation?*creating ELF-aware students

4.3.1. Oops! The Clock Is Ticking!

Time had never been friendly to me during this study. First, I dealt with it during materials development, and now the challenge of creating a time-space for ELF activities was standing right in front of me in the very first week of the implementation. I was teaching in a norm-based classroom and my classes were on Mondays and Tuesdays. Every week, I was sent a pre-prepared syllabus including the units from the coursebook and the grammar book. I was obliged to cover the syllabus content on my teaching days. However, I also had to create a time-space for ELF activities. Excluding the syllabus was not an option because the exams taken by the students were based on this syllabus content. If I did that, my students would fail in their exams. Besides, the syllabus was my main duty, so eliminating it was out of the question. Therefore, I decided to reorganize the syllabus of the 3rd week to implement my first activities, Erasmus and the song, by moving some contents from Tuesday to Monday so that I could create time for my ELF activities on Tuesdays. I thought that if I did such reorganization every week, I could not only cover the syllabus but also implement my

activities. At the end of my reorganization, I could spare one block hour *on paper* for my first implementation session. It seemed to me that the remaining class hours would be enough for the syllabus.

John Lennon said “Life is what happens to you while you are busy making other plans”. Well, he was right. Of course, things did not go as I planned *on paper*. First of all, I could only finish the original syllabus of Monday. I could not even do a single content from the so-called *reorganization*. On top of that, when I used the block hour for two ELF activities on Tuesday, I could not have the chance to cover all of Tuesday syllabus. The remaining time was not enough for all of it. In short, I could do the EFL activities, but I could not properly do my main duty, the syllabus.

When I finished the class, I stayed in the empty classroom for a few minutes. Sitting at my chair, I was looking out of the window by me. “Was I pushing this?”, I thought. Maybe life was giving me signs to give it up by sending me so many challenges right in the beginning, but to be honest I had never been an expert about life’s language. After thinking for a while, I decided to change my initial plan which was to implement two ELF activities in the block hour every week throughout the whole academic year. Upon experiencing those two days, I realized that this plan would risk my main duty. Hence, I decided to limit the implementation to one activity in one class hour, but those two days also showed me that this could happen only in the weeks I could find some loose spots in the syllabus because it was also impossible for me to implement an activity the following week. Firstly, I would have to finish the remaining parts from Tuesday. Secondly, I would have to cover the following weeks’ syllabus. On top of that, the students were going to take their first quiz, and if I had even a little time left I would need to spare it for my students’ revision questions. Hence, it seemed impossible to implement something extra the following week.

When the following week arrived, I was racing with time to cover the remaining parts and the syllabus. Besides, when I entered the classroom on Monday, my students immediately asked if we could revise some grammar topics for the following day’s quiz. I knew that would happen because it had always been a typical request before exams. Therefore, that week I spent all my time to catch up with the regular programme and to grant my students’ request for a revision before the quiz. At the end of the day, I was able to cover all successfully. I felt peaceful as an instructor, but worried as a researcher.

Time constraint was even a problem within the implementation hour. Sometimes my students requested to do something extra regarding the ELF activity they were engaging in. However, usually, I did not have enough time to grant some of their requests. For instance, during the song activity, while we were talking about Turkish bands and singers such as Athena, Hadise, and Manga that had joined Eurovision song contest and had performed English songs, the majority of the students wanted to listen to Manga's Eurovision performance which was not included in the activity. Upon their request, I opened YouTube and found the song. They tried to understand the lyrics and then discuss how the vocalist's English was. After listening to Manga, they also wanted to listen to Sertab Erener's Eurovision performance, "Every way that I can". It could be nice to show them this song as well, however, I could not do it because I needed to finish the activity and go on with the regular syllabus. Another instance happened during the Japanese culture activity in December. I experienced another similar time constraint. I wanted to dig in with the discussion regarding how communication might be affected by cultural differences. Towards the end of the activity, I was planning to discuss the importance of it through a short video I founf on the net. It was taken from the movie called Mr Baseball. However, I could not give enough time for the discussion. I was running out of time. Besides, while I was preparing this activity, I found a really good TedTalk video I would like to show them. The video was titled Cross-cultural Communication and belonged to Pellegrino Riccardi who presented it in TEDxBergen. However, the video was about 19 minutes. Hence, it was impossible to add it to the activity I prepared, but unfortunately I also never had the chance to show it in some other weeks either. Similar thing happened for the pronunciation activity about /3:/ vowel in October. I had come across a video on the net where non-natives were pronouncing the same words. I wanted to show this video to the students; however, I could not. I could barely finish the activity as it was. It already consumed a class hour, so I did not have the chance.

Another time constraint I faced caused me even to postpone an activity to the spring term. After the Japanese culture activity, I wanted to make two other culture activities so that I could have more chances to discuss the importance of cultural differences in communication. I thought that if I could do these activities one after another, I had the chance to reinforce the idea better in my students' minds without giving a long interval between the activities. Besides, in Japanese culture activity, I was not satisfied with the little time I had to spare at the end of the activity for the

discussion. Hence, I thought if I could implement two more culture-related activities consecutively, we could discuss its importance better. Also, I could cover and finish the topic in the fall term without having to think about it any further. I could concentrate on different aspects of ELF in the spring term. However, after the Japanese culture activity I did on the 5th of December, I was able to spare time for only one culture activity: the American culture. As the students were going to have their first achievement test of the year at the end of December, I decided to spend the rest of my time to make a revision for it. It was an important exam for them, so I revised grammar topics and vocabulary. As a result, I postponed the other activity to the spring term. If I had done the otherwise, I would have felt guilty.

In short, the time constraint in the classroom caused several issues. Firstly, constant race with time put a lot of pressure on me. While I was trying to implement as many activities as I could, I was also trying to catch up with the syllabus because it was my main duty. Besides, throughout the whole implementation day, my mind was occupied with the voice saying "OK, I have finished this; now I will need to cover these in the syllabus. How many minutes do I have? If this section takes that many minutes then I will…" These were the sentences constantly passing through my mind on every implementation day. Time just created pressure on me. In all these moments, racing with it was my only reality and I was feeling under pressure. Secondly, the decision of implementing ELF activities whenever I could inevitably affected the ELF implementation frequency. I could implement only 13 ELF activities throughout the whole academic year which was 28 weeks in total. In this regard, experiencing time constraints also gave me a limited time to indulge my students in the ELF perspective. In ELF literature, it is stated that teachers should decide whether ELF is appropriate for their contexts. So, I thought about what the possible suitable contexts for ELF integration could be because in foreign language learning contexts, especially in foreign language schools, a certain syllabus is usually followed which is mostly based on a coursebook. Hence, time constraints could be frequently faced and could challenge ELF in such contexts. After my experiences, the question I asked myself was: "Should ELF pioneers start creating their own course books as an alternative?" Although some educational settings might give more space to teachers and instructors to implement innovative perspectives into their own classes, this might not be the case for many. Hence, I asked myself "How can any instructor in a similar context implement ELF independently from the syllabus she needs to follow?"

4.3.2. The Cooked Carrots

Though an activity you create may look effective and well-serving for your purpose while preparing it *on paper*, I think the pros and cons of it can be determined mostly after it is put into actual practice in a classroom environment. In this regard, upon implementing the activities in the classroom, I reflected on them to see the drawbacks and benefits. As a result of my reflections, I determined five important aspects that needed to be taken into account in my ELF activities: *exposure quantity, the difficulty level, the length of texts/audio-visuals, the effect of the content on student engagement,* and *promoting critical thinking.*

One of the aspects I noticed, especially in the activities through which I aimed to expose my students to different varieties, was the importance of *exposure quantity*. I realized exposing students to lots of varieties made the activity difficult in terms of students' comprehension, and their concentration on features. For instance, during the third accent activity I noticed in the classroom that it included too many varieties. I noticed it became long, confusing, and difficult to notice different features. There were 21 accent varieties. While preparing the activity at home, I did not notice that this would be too many probably because each accent performance was short and the actress was proceeding with a nice pace and one by one. However, after implementing it in the classroom I noticed that it should have been much fewer, maybe four or five maximum even if they were short samples. Besides, it would have been better if I had chosen only a few distinct ones. My students were at a low proficiency level and so many accent varieties were unnecessary. Moreover, because there were too many varieties, replaying the ones we wanted was problematic because it took time to find the exact timing within the video. Thus, especially with low proficiency classrooms and with time constraint, I realized that the amount of exposure needed to be limited to a few and if possible to the distinct ones. The same problem happened in the world Englishes activity as well. Although I limited the varieties to three in this activity, I realized that one was more than enough to introduce the topic to elementary level students. I also noticed that the exposure quantity in this activity also affected the intensity of it because there was so much new information given through three different varieties. I noticed I spent too much time explaining the information in the activity. It was overwhelming for me, too.

The second important aspect I noticed was *the difficulty level* of the sources I used in ELF materials. Because I was using online sources in the materials, some texts

and audio-visuals turned out to be still difficult for some to understand despite the adaptation. For instance, during the second communication strategy activity, I had to explain the dialogue several times although I tried to adapt it excessively and also presented in the written form with unknown vocabulary. Unfortunately, the dialogue was still difficult to understand because there were many parts that I explained. However, it was one of the two videos I could find. I could not find any other suitable video on the internet that I could use for communication strategies. Maybe I should have gone for different content, but communication strategies were seen significant in ELF. Several students indicated the difficulty in comprehending for some activities especially for accent variety and world Englishes activities in the reflection logs. Besides, some materials' being above the proficiency level caused some students to feel annoyed because of the feeling of inadequacy in comprehending. One student mentioned this in the interviews.

Another instance of the difficulty level was Indian culture activity. For this activity, I gathered information about the country such as regions, various religions, and the role of English, and I formed a text. I did my best to change all the upper proficiency level sentences with simpler ones or replacing the upper proficiency level words with simpler words with similar meanings. Though I thought I modified the text thoroughly, one of the students stated that there were a lot of unknown words. Besides, she seemed discontented about the situation which I realized from her facial expression, and this made me feel disappointed with myself. I needed to modify the text more. However, while preparing the activity, it was really difficult to tell whether it would match well with the proficiency level of every student. Therefore, readapting the materials more than once after implementing them in different classrooms might have been a better option.

Another aspect revealed during my reflections was the importance of the *length of texts/audio-visuals* especially for elementary level. For instance, the third accent activity was an example for the cons of the length with the 21 accent samples it included. Moreover, one student found the text I used in Japanese culture activity about nonverbal communication long and boring. Therefore, although the content was an important factor, one-minute videos, and texts not longer than a paragraph including about 10 sentences could have been better for some activities in elementary level classes.

Although I noticed several serious drawbacks in the materials, there were also some advantageous sides. One of them was *the effect of the content on student engagement*. In my study, I observed that funny contents, songs or topics that the students were interested in affected their engagement directly. They participated with enthusiasm. For instance, the first activity which included international students attracted my students' attention a lot. The topic was also effective in this engagement because when I asked the students whether they would like to attend to Erasmus programme, the majority claimed that they would, which was not uncommon for university students. I realized that choosing that video was the right decision to make. Also, I got very positive feedback about the song activity.

Another example was the pre-activity part of Japanese culture activity. There was a Japanese girl who was doing cultural gestures in Japanese. After each gesture, a multiple choice question appeared on the screen asking the audience their guess about the meaning of that gesture. I noticed the students enjoyed that section to a great extent. They tried hard to guess the meanings of the gestures. They were surprised when they saw the correct answers realizing that similar nonverbal communication could mean different things in different cultures. I believe that was why they were carefully watching the video. Moreover, in the post-activity section of the same activity, I showed them a short video from the movie Mr. Baseball which shows inappropriate behaviours of an American during a dinner with some Japanese. It was such a funny video that I wanted to include it in the activity, especially for the post-activity section where we could discuss the importance of cultural differences when communicating. I observed that most students were really into the video, watching, laughing, and enjoying it a great deal. However I should note here that although using humour in any materials could really increase student engagement, finding such videos related to the ELF topic on online platforms was not easy. While I was searching the net, I bumped into lots of videos which mocked with non-native speech and unfortunately reflected it as if funny, which is a no-no for ELF activities.

Pronunciation activities were other examples where the majority of the students enjoyed greatly, especially the part where one volunteer picked a card and read aloud the sentence on it, and the rest tried to write down that sentence. Many students volunteered to participate. It was also a nice experience for me because it was the first time I tried such a pronunciation activity. I took the idea from Laura Patsko on the *elfpron* website. The coursebook I was using already had pronunciation sections, but

they were focusing mostly on listen and choose activities or the odd one out activities. However, in those ELF activities, the students could actively participate as a whole classroom. I observed that helping them use and hear their own English in a game type of activity increased the participation.

The final aspect I realized that ELF activities, by its nature, could be good sources for *promoting critical thinking*. Some thinking abilities entailed in critical thinking are understanding, evaluating different views and judging so that people do not "swallow the things as a whole, but to examine them" (Martinez & Nino, 2013, p.148). For instance, during the song activity, a conversation occurred as we were doing the activity section about foreign singers such as Psy, Edith Piaf, Bob Marley, and Ed Sheeran. I asked the students whether they listened to any bands or singers who were not native speakers. One of them said she listened to BTS, a famous Korean boy band which I had been hearing from especially female students for the last few years. When I got that answer from her, I was curious about her ideas regarding Korean English if she had ever heard it. The following excerpt was taken from our conversation:

> Teacher: What do you think of English that Korean people speak?
> Student A: Very bad.
> Teacher: Why very bad?
> Student A: It is the pronunciation […]I do not know, I laugh at it. It is funny. The ones who really know English speak like a British or American, but the ones who do not know [laughs].
> Teacher: So, it sounds funny to you.
> Student A: Exactly.

Upon hearing her comment "the ones who really know English speak like a British or American" I turned to other students in the classroom and asked:

"Is there anyone who thinks 'I must speak like a British?"

After that question, a few students engaged in a discussion regarding their views about speaking English as nonnatives:

> Students B: As long as we can speak English, it does not matter how.

Students C: Normally it is very important even to speak our own language with good diction. I wish we could, but we cannot speak as they do. After all, we do not live there.

Student D: You would reveal yourself after a few words anyway.

Student E: But they do not try to imitate us when they speak.

Student B: Oh well, if you know English, just speak.

Another instance of thinking critically occurred during Indian culture activity. After learning that cow is sacred for Hindus who are vegetarians, one of my students who graduated from a religious high school wondered how Hindus felt about the large amount of cow meat consumption in the western world. Sitting at his desk, he looked at me and said:

"I would want to ask these vegetarians. They eat cows a lot in the west, [so] what they think, how they feel. If I met one, I would ask what it meant to them".

After learning about Indian culture, he might have realized how different perspectives societies could have on the same issue due to the differences in beliefs and cultures. In this regard, this ELF activity might have caused him to question the situation and wonder about the feelings and opinions of Hindus as an animal sacred for them was being eaten in great amounts in the western cultures. Hence, these instances showed me that promoting critical thinking was one of the pros of some activities as it is embedded in the nature of ELF perspective. Therefore, this could be one of the important features of ELF materials that are concentrated specifically to help students think critically over their own assumptions and beliefs as well as the others'.

4.3.3. I Think, You Think

During the ELF implementation, I gave my students activity reflection logs to get their views about the activity they just participated in. Negative views (n=42) were related to comprehensibility of the people in audio-visuals, their speech rate when speaking English, the usefulness of activities as well as their engaging function. Students indicated that people in the audio-visuals were not comprehensible in some activities. The excerpts below present these negative views with regard to comprehensibility:

S1: I had to listen more carefully because it was difficult to understand the Indian guy (1st accent variety)

S1: Some accents sound like a completely different language. It is very difficult to understand. (3rd accent variety)

S2: It is difficult to comprehend. Because they are English, they swallow the words. (Song)

S2: It was difficult to understand. (3rd accent variety)

S2: I cannot understand because they have different accents. (Non-native speech 2)

S4: Some words are not comprehensible. (1st accent variety)

S8: I could not understand many of them. Their accents are thick for me. (1st accent variety)

S8: I only had a bit of difficulty in comprehending. Indeed, […] I had a lot of difficulty in comprehending many of them. (3rd accent variety)

S9: I had a lot of difficulty in comprehending. (World Englishes)

S12: Because everyone speaks with their own accent, they used words differently. It was a bit difficult to understand. (1st accent variety)

S12: In the videos, there should be people who speak more intelligibly. (World Englishes)

S13: Because of the language difference, the man's English is not very comprehensible in the video. (Non-native speech 2)

S14: None of the things the Indian guy said was comprehensible. (1st accent variety)

S15: I did not like it because I could not understand. (1st accent variety)

S18: I had difficulty in comprehending (3rd accent variety)

S19: Their accents are different. Not very comprehensible (1st accent variety)

S27: Each country speaks differently. Being able to understand is a problem. (1st accent variety)

S29: Totally depending on where they live, I have difficulty in comprehending some of them. Some of them swallow the words. It changes from state to state. (1st accent variety)

Another negative view was the speech rate. Several students indicated that people in some videos spoke fast and there could have been people who spoke more

slowly in the videos. The following excerpts display the negative views regarding the issue:

S1: It would be better if they spoke more slowly (World Englishes)
S12: They have different speech syles, but I am sometimes annoyed. They speak very fast, they swallow the words (Non native speech 2)
S15: […]fast and noisy. (1st accent variety)
S16: I wish they spoke more slowly. (World Englishes)

As seen from the first group excerpts regarding comprehensibility, the students' comprehension difficulty were related to accent variety activities, World Englishes and the second non-native speech activity. In these activities, they were challenged to comprehend what was said majorly due to the differences in the accents. As seen from the second group excerpts, speech samples in the accent variety and world Englishes activities were fast for some students. Besides, the second non-native speech feature activity including Japanese and Chinese was also criticized similarly, which I had never thought that way neither when preparing nor implementing. Firstly, none of the videos were specifically developed for ELF integration or even EFL. They were not professional education videos. This authenticity inevitably could have affected their ability to target a low proficiency level in terms of comprehensibility and speech rate despite the adaptation. Besides, there was also a criticism towards native speech which was in the song activity while the British band was singing the song. Especially, they were thought to be swallowing the words. That is, some words were not heard clearly by the students due to the speakers' speaking speed. These are the comments usually made by students whose listening skills have not developed yet. For instance, one of the students indicated in the interviews that prep school was the first place where he was doing listening activities. Besides, the accent variety and world Englishes activities were done in the first term when they were at the start of their academic year; however, the second non-native speech activity was the last one in the second term. Although there was an improvement in their proficiency, the majority of the students were exposed to non-native speeches for the first time via these activities, so this could have been another reason which prevented them from understanding the speech properly.

As can be seen from the excerpts, the speed factor caused a student to feel annoyed with the activities sometimes. This could have been the result of not being able

to comprehend the speech despite the will to do so because during the interviews another student also mentioned that not being able to comprehend was annoying for him. In the reflection log, one student said the video was "noisy". As the authentic videos were tried to be used in the activities, there could be some background noises. Therefore, the issue of comprehensibility and speech rate could have stemmed from several factors such as the low proficiency level, authenticity of the sources, and the first time encounters with non-native speech sample.

In addition to comprehensibility and speech rate, some students questioned the usefulness of some activities with regard to their contribution to language learning. Thus, some activities were considered unnecessary or seen unimportant. The following excerpts display this negative view:

> S2: I do not think it was useful. (3rd accent variety)
> S2: It was not that useful. (World Englishes)
> S2: It does not contribute much. (Japanese culture)
> S2: It does not matter whether it is done or not[…] I think it was not very necessary […] This activity did not contribute to my English. (Communication Strategies 2)
> S12: It was not very useful for me. (World Englishes)
> S 16: I do not think it contributes. (Japanese culture)
> S16: I did not understand anything about this activity. (Communcation Strategies 2)
> S17: It was not that necessary. (World Englishes)
> S19: Nonsense talks. Dealing with necessary things would be much better. (World Englishes)
> S22: Accent is not very useful for the time being. (3rd accent variety)
> S22: I do not think it is very important for now. (World Englishes)

As seen from the excerpt, some other activities were additionally criticized with regard to their usefulness. Some students thought the activities were not useful or necessary for them. One of the students defined what she heard in an activity as *nonsense talks*. She made this comment for world Englishes activity which was completely new topic to the students. Two comments including "for now" or "for the time being" could have been an indicator that they did not see the activities useful or

necessary especially in that educational context with regard to their aim to pass the prep class.

As for the final negative view about the activities, some activities were thought to be boring. Some students did not enjoy several activities. The following excerpts from the reflection logs display these views:

S2: I did not like it. It is not my thing. (Song)

S2: I do not have much interest in this culture. (Japanese culture)

S15: I felt bored. It was normal, but I got bored, sorry. (Pronunciation 1)

S15: How to pronounce the words, their being long or short. I get bored of it […] and it has become complicated. (Pronunciation 2)

S18: I found it a bit boring. (3rd accent variety)

S 18: A long reading text […] It was boring. (Japanese culture)

S21: It was not very enjoyable because I do not have difficulty in these pronunciations. (Pronunciation 1)

S 21: It was not enjoyable because I do not confuse them. (Pronunciation 2)

S24: Because our goal is to learn English only, this may attract my interest more in the future. (World Englishes)

As indicated in the above excerpts, one student was not interested in the activity topic, the Japanese culture. Probably, learning Japanese cultural aspects were not appealing for him. Besides, the same student did not enjoy the song activity as well indicating that it was not his style. He might have a different taste in music. One student indicated that their aim was to learn *English only,* so he thought he would show more interest for such activities in the future. This comment could have been the result of being in a preparatory school which he needed to pass in order to continue his department. The exams he would take were all based on standard English. Therefore, he might have thought that the activities did not teach them English or what they saw in the activities was not English. Lastly, some students found some activities boring. One of them stated that it was due to the long reading text. One of the activities that was found boring was the accent variety activity with 21 accent. These comments could have been the result of the cons of the activities I prepared. Two students indicated that the pronunciation activities were boring. One of them stated that she was not experiencing any problems regarding the pronunciation content. However, the other one indicated

that studying pronunciation made it more confusing for her. It could have been due to using two sets of long and short vowel sounds and the differences between them.

Despite the negative comments, there were majorly positive comments (n=223) which were in favour of the activities. The students indicated four positive aspects of the activities: engaging function, affective factor, contribution to language learning, and informative function of the activities. Many students commented that the activities were enjoyable, fun and they liked them. This could have been due to the fact that the activities were different from the ones they frequently saw in course books, and many audio-visuals were included. Thus, this could have made the activities more engaging for the students. The following excerpts are samples regarding the engaging function of the activities: given below:

S1: It was enjoyable. I enjoyed watching it. (Song)
S3: I liked the activity. Music is good, lyrics are enjoyable. (Song)
S4: A nice and funny activity. (Japanese culture)
S5: I think their own unique way of speaking was nice and fun. (1st accent variety)
S5: It was very enjoyable to listen to different nations' accents and the differences between them. (3rd accent variety)
S8: The lesson became more entertaining. (Song)
S16: That was really funny. (Japanese culture)
S18: I find the activity entertaining. I enjoy listening to different speeches. (Non-native Speech 2)
S24: I enjoy learning different and interesting things. (Japanese culture)
S30: The videos were very entertaining. (Japanese culture)
S30: It was enjoyable […] The videos were not boring (Non-native Speech 2)

As seen from the excerpts above, the activities were thought to be fun and enjoyable as they showed different accents, interesting cultural aspects and funny and enjoyable content. They also stated that the lesson became more entertaining and the videos were not boring. The activities might have been appealing for them because ELF activities included lots of audovisuals where they saw various people speaking English. In usual classes, this aspect was absent and even videos about standard English were very limited. The majority of the listening was made via audios.

Another aspect revealed from the students' comment in reflection logs was the contribution of the activities to language learning. The students mostly mentioned that the activities were beneficial for their listening and speaking skills as well as vocabulary knowledge. It was also stated that English started to sound familiar with these activities. The following sample excerpts were taken from the logs:

S1: I think it can be good for our speaking skill (3rd accent variety)

S5: I used to have difficulties in pronunciation. These activities helped me. (Pronunciation 2)

S5: It improves my pronunciation (Pronunciation 1)

S6: It improves comprehension [...] We can learn about different English dialects [...] It contributes to the ability to understand what is spoken. (World Englishes)

S6: I have started to understand the words I could not before. (Pronunciation 1)

S6: It is a good activity for speaking. It helps us with making sentences [...] it helps us with how to make sentences and how to word order during speaking. (Communication strategies 1)

S6: I think it is beneficial to improve our English[…] It contributes to vocabulary, pronunciation and many more aspects. (American culture)

S8: It helps us more in terms of speaking because it is not beneficial to study grammar excessively because we have been studying grammar for ages and yet we cannot speak. Of course, we need to learn the rules but it should not be excessive. (World Eng)

S11: I think it is positive in terms of listening and speaking [...] it is an activity that can improve these skills [...] I think handing out the dialogue in written form was useful so that we could see it. (Communication strategies 2)

S14: It is a good activity [...] I have learnt what I should do when I speak to a foreigner. (Communication strategies 1)

S17: It can be helpful with pronunciation and how to use body language effectively. (Japanese culture)

S18: It is a nice activity [...] You get familiar with the language and you learn more vocabulary. (Non-native speech 1)

S19: I think it can be helpful for us to practise in the future. It is difficult to make speaking practise while we are learning English. We do not have many opportunities. In this regard, I think this activity is positive. (Pronunciation 1)

S20: We learnt new words [...] I saw and learnt words and sentence groups which I did not know. (World Eng)

S24: It teaches the usage of different words. (World Englishes)

S27: I learnt many words that I did not know. I learnt things that I can make use of in my daily life. (Communication strategies 1)

S30: Listening activities are really effective to gain language familiarity. When we hear English, we can understand and reply better. (Non-native speech 1)

As seen from the excerpts above, the students were positive about the activities in terms of learning new vocabulary, practicing the language, learning the skills needed for daily life communications, and gaining language familiarity via listening. These comments could also have been the results of the importance the students gave to understand and speak the language. When lots of audiovisuals were embedded in the activities, they could have thought that their communicative skills had been improving.

The students' views also indicated several affective factors. They stated that they were encouraged to speak the language, gained self-confidence, felt more curious about some cultures, and felt more positive towards English. The following samples were taken from the reflection logs:

S3: Seeing different accents helps us gain self- confidence. (3rd accent variety)

S3: After the activity, I liked this culture more. (Japanese culture)

S7: It encourages to speak. The video was awesome. (1st accent variety)

S13: It makes us like English. (Song)

S14: I liked hearing different accents[…] I guess I like all the accents, but British English. They do not sound monotonous[…] by comparing these two languages, it can be assumed that the language we are learning indeed is not difficult (Song)

S14: You speak more beautifully when you see them (Non-native speech 1)

S15: There should be more. (World Englishes)

S17: I think it is a good and effective video that was recorded to raise self-confidence in speaking English. […] We too need to speak without feeling

shy[…] They just learnt it and they are speaking it with confidence. We also need to do that. (1st accent variety)

S17: It increases self-confidence. (Pronunciation 2)

S18: You get familiar with the language and as a result of this when you start to understand, your self-confidence increases. (Pronunciation 1)

S19: It was beneficial […] communicating with people feeling more comfortable is very good. (Communication Strategies 1)

S22: I liked some social rules, for example saying something indirectly not to offend the person is very nice. (Japanese culture)

S25: We know grammar but we cannot speak. That is how most Turkish students are. I saw how self-confident people are. If you have self-confidence, everything is OK. (1st accent variety)

S27: It increased my curiosity about other cultures. It helped me learn more about cultures. (Japanese culture)

S28: We need to be more confident because there are also people who speak English in different ways. (3rd accent variety)

S28: Our weakest skill is speaking. That is why I think such activities improve us. We put ourselves under a lot of pressure while learning English. I used to imitate British English and I was having a lot of difficulties. (World Eng)

S29: It is a nice activity[…] it encourages me to speak. (1st accent variety)

S30: It was a useful activity. I would like such activities to be done more often. (Non-native speech 1)

As seen in the above excerpts, the students were feeling down because they could not speak the language although they knew grammar. This could have been the result of students' giving importance to be able to communicate in English and their will to speak the language. They stated that they needed more confidence and the activities showed them how confident people spoke English. Besides, they stated that as they saw different cultures their interest in them increased. In this regard, including various different Englishes and cultures in the activities affected the students in terms of their self-confidence, attitude towards English, and curiosity towards other cultures.

As for the final positive view, the informative function of the activities was revelad in the reflection logs. The students indicated that the activities were informative

as they learnt new information about how English was spoken in the world, and about different cultures. The following samples were taken from the reflection logs:

S1: I have seen there are seriously different accents (1st accent variety)

S1: We have noticed that English is spoken very differently. (World Englishes)

S2: Informative. (Pronunciation 1)

S4: It can help to recognize different accents (3rd accent variety)

S5: They are very different from our culture […] We learnt about different cultures. […] It can help a learner to associate culture and language. (Japanese culture)

S5: They all are quite different from each other. It was nice to see a lot of people speaking the same language in different ways. (World Englishes)

S6: It is a nice activity[…] It makes you listen to people from different races speaking English. (Non-native speech 2)

S7: It is important for me to get new information. (Indian culture)

S9: We understand how English is spoken by people with different accents. We get information about English from those people. (Non-native speech 1)

S9: The activity helps us not only be more cultured but also develop our familiarity with the language. It improves us as well as our English. (American culture)

S9: It showed us what type of problems may arise due to cultural differences. (Communication strategies 1)

S10: There were things that I had known before. Now, I also know that they have some other very interesting features which I did not know. I learned how other people live. (Japanese culture)

S13: It was nice to learn how Erasmus students speak English. (1st accent variety)

S13: A different culture helps a person gain a new perspective[…] I like learning cultures that are different from my own. (Japanese culture)

S14: […]I learnt new things[…] I learnt many things about Indian culture. (Indian culture)

S18: This activity helped me learn different things. (Communication strategies 2)

S18: I got informed about other people's lifestyles. (Indian culture)

S19: It is good to […] learn about different speech styles of different people, know about how others speak. (Non-native speech 2)

S21: It explains the mother tongue effect on the language[…] it gives information about different accents and[…] the results of accent differences (Non-native speech 1)

S22: It gives just enough information without seeing the place where this culture lives[…] to get familiar with a different culture (Indian culture)

S22: It is good that people from different cultures speak the same language. We can see the differences between them. That is why I liked the activity. We can compare different speeches and we can choose the one we are more inclined. (Non-native speech 2)

S24: Learning about accents, realizing that there is not only British English in the world and gaining experience which can help me not to freeze when I talk to someone[…] I have got information about […] different accents in the world (3rd accent variety)

S25: To know a culture means to learn about society and this can contribute to my career as well as my own life in the future. (Indian culture)

S27: Informative activity [...] We gained information, we learnt about a different culture[…] It helps with accents. (Indian culture)

S28: I gained different information. Some activities can be related to Japanese culture. It can be useful in that regard[…] I have an interest in different cultures. (Japanese culture)

As seen in the excerpts, some students thought that the activities were informative and thus helped them learn new things about different cultures and how people spoke. They thought they became informed. The activities focused on different nations and cultures to present a wider variety. This variety was limited to a few international aspects in the coursebook they were using. Besides, the activities presented lots of information about different cultures, countries and communicational aspects such as strategies along with different non-native speeches. This variety could have been the reason why students thought they gained information.

All in all, students' reflection logs revealed both negative and positive views though the positive ones outnumbered the negatives. The negative views were related to the comprehensibility, speech rate, usefulness of the activities and their engaging

function. The positive comments were about the activities engaging and informative function, affective factors, and their contribution to language learning. However, the comments that really took my attention and made me mostly content with what I did as an instructor of these students were the ones regarding the affective factors. The students admitted avoiding speaking the language as they lacked self-confidence and felt shy to speak. For me, being able to help some of my students gain even a bit of self-confidence in this regard was definitely the most rewarding outcome of the whole study from the start to the end, which made me think that all of it was for a worthy cause.

4.3.4. The Researcher's Realizations

Implementation of ELF activities during classes gave me the opportunity to experience ELF in a classroom setting and to realize several points as a result of this first-hand experience. Some of these experiences also supported some discussions in ELF literature. These realizations were the need for teacher's content knowledge, the increase in L1 use, ELF teachability, and the hardship of creating ELF-aware students.

4.3.4.1. Please, Excuse My Ignorance

You cannot know the whole world or every single different use of English on this planet. It is not possible, and it is not what ELF studies have demanded either. However, when the act of teaching is considered, I, as an instructor, would like to feel confident in my *teacher skin*. Otherwise, I cannot feel comfortable while teaching. In the case of ELF, it was difficult for me to have that teaching confidence. Being educated in a norm-based context throughout my education and exposed majorly to the norm, I realized that I myself did not know much about other Englishes. For each activity I prepared, first I had to listen to it, search for it, take notes about it, and try to learn it. Basically, I had to study it beforehand, just like a student. Thus, when explaining things I could make mistakes unintentionally or did not even notice that I needed to make an explanation about some things, for instance, when a student mentioned a country or a culture in the flow of the conversation. During the implementation, the moments I realized that I was not knowledgeable enough about some specific issues caused feelings of disappointment and insecurity within me as an instructor. For instance, during an activity, I asked my students if they had met any Asians and one of my

students said that he had met a guy on an online game. The guy was from Bangladesh and he was speaking very good English:

Teacher: Have you met any Asians?
Student: Yes, Bangladesh.
Teacher: Where did you meet?
Student : Online game
Teacher: Did you speak or did you write?
Student: Speak. He speaks English like his mother tongue. He knows it very well.
Teacher: Did you mean that he can speak like a British or American?
Student: Yes, he is an engineer. He speaks very well.

When the student said Bangladesh" I thought to myself "Hmm Bangladesh..interesting". I thought maybe it was the education the person got or his interest in learning English. However, when I checked on the internet afterwards, I found out that Bangladesh was also a former British colony and English was widely spoken there. This never occurred to me in the classroom. If it did, I would have explained that to my student at that very moment he told me his story. However, I did not know about it until I searched for it. That was my inadequate knowledge of the topic. I could have checked it in the classroom, but I could not even think of it because I simply did not know. Checking it just came to my mind after the class was over.

As an instructor who had been teaching similar things throughout my whole career, it was intimidating to see all these differences and not having control over them. In those moments, I thought that teaching a standard gave me a sense of control and a comfort zone because no matter how much I had been reading about ELF, the more I witnessed the existence of that many varieties and differences in every corner of the world, the more out of control it felt.

A very disappointing incident happened during the second non-native speech activity while I was talking about the speech feature of the Japanese artist Takashi Murakami when he was saying "hab to" instead of "have to". As an explanation I said "Asians pronounce b instead of v". I realized my mistake while listening to the audio recording of the lesson. I used the word "Asians" in my explanation. However, "Asians" refer to different nations with different speech features. Another instance was my initial

confusion about ELF pronunciation teaching. I could not decide how my approach should be because the coursebook made the students practise the noncore items as well. I was conflicted and while I was searching in the effort to resolve my conflict, I came across a mini online course about teaching ELF pronunciation. The course was provided by https://teflequityacademy.com, a website that is dedicated to ELF. I enrolled and completed it in a short time. When I finished it, I was really illuminated about how my attitude should be towards teaching ELF pronunciation. My conflict was resolved. The following figures (Figure 5 and 6) were the screenshot of the course I took. Besides, I requested a certificate to put into my dissertation from the founder, Marek Kiczkowiak, who kindly accepted my late request and sent me the certificate via email (Figure 7).

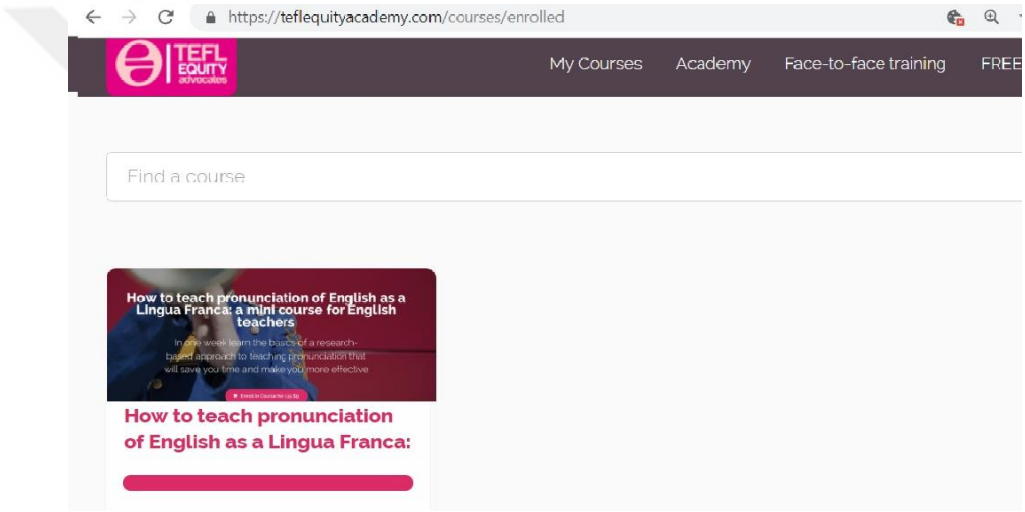


Figure 5. The mini-course regarding ELF pronunciation teaching

Source: https://teflequityacademy.com, 2017

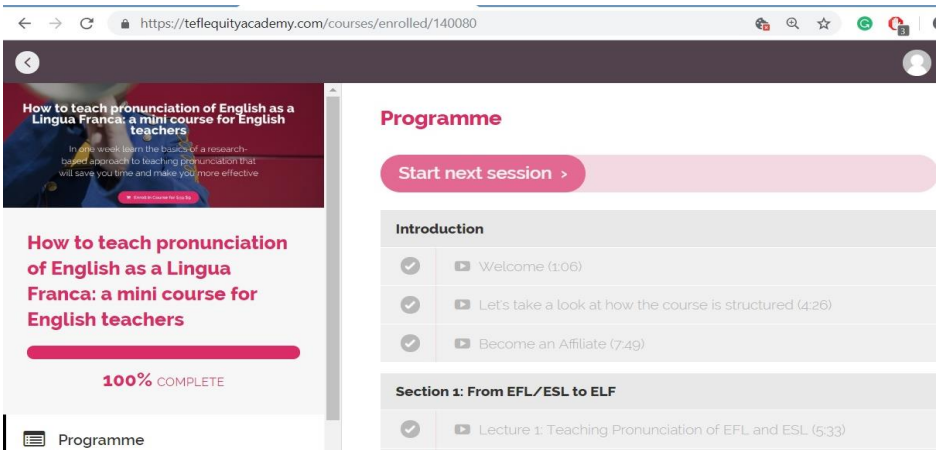


Figure 6. Completion of the mini-course

Source: https://teflequityacademy.com., 2017



Figure 7. The certificate of the mini-course

Source: info@teflequityadvocates.com, 20. November. 2018, via gmail

Another instance regarding the need for teacher's content knowledge was the moment I stereotyped Indian English in the classroom. During the world Englishes activity, I told the students that progressive tenses were dominantly used in Indian English. Frankly, this information was given in everything I came across on the internet when preparing the activity. Therefore, the fact that all Indians do not have to talk English the same never occurred to me neither while preparing nor implementing the activity in the classroom. Although I already had the knowledge that everyone spoke their *own English*, I somehow could not think that for Indian English and thus I displayed a very prescriptive attitude. Somehow, I could not think of emphasizing the fact that such features might not be valid for every speaker and that we could face Indians speaking English with different features. I realized my mistake very late. It was already September 2018, which was nearly 4 months after I finished my implementation. The way I became aware of my wrongdoing was also very ridiculous. In September 2018, I called my cousin for a chitchat. He works as an industrial engineer in a company in İstanbul. The CEO of this company is an Indian man and my cousin works closely with him as he is the export manager of the company. I do not know how, but the conversation came to the CEO while we were talking about my Ph.D. I said to my cousin, addressing the CEO's English "He uses a lot of I am knowing, I am wanting, doesn't he?" To be honest, it was just a rhetorical question that was not waiting for a reply. I did not ask it to find out if the CEO was using these structures or not. It was more like a statement. However, my cousin replied my question saying that he had never heard him using such structures. I was shocked and I said "What do you mean?"

and my cousin repeated his reply. He said he had never heard such things from the CEO. I literally felt a chill running down on my back. This was the chill of realizing my mistake. I was having a hard time believing in what I did in the classroom. I had already known that I could not expect every non-native speaker from the same country or region to speak English necessarily the same way. I had already had this perspective in my mind. Everyone had a different background. I had been perfectly aware of that. But why did I assume the contrary for Indian English? I did not know. I guess I assumed the same thing for Singlish and South African English. I did not even remember that; I was not aware of it. Long story short, I did not emphasize the possibility of such differences during that activity. Instead, I was in a prescriptive attitude. but what about the article I read, and the websites I gathered the information for the activity? What about the information given by the Indian in the YouTube video? Were they all false information? Unfortunately, it was too late because I would not have the chance to correct it as the term had already been over, and the students had already gone for the summer holiday. I was feeling angry and disappointed with myself. Upon hearing my cousin's words, I decided to converse with a friend of mine whose cousin was married to an Indian man. I felt like I misled my students. The question hovering in my mind was "Why did not I ask before?" I already knew two people in communication with Indians. How have I never thought of asking about this before?

When I saw my friend the next day, I was hoping to receive a different answer. Actually, I was praying for it. An answer that could justify what I taught. I was hoping that maybe the CEO was an exception. Because this friend of mine had the chance to communicate with her cousin's husband as well as his Indian friends whenever she went to her hometown, İzmir, her answer could be different from that of my cousin's. After all, the article written by Heckel (2002) was stating that "Indianisms […] include […] the use of verbs of perception/cognition in the progressive form ('I am hearing stories', 'I am knowing you already'). Especially the latter feature is well-known and wide-spread in Indian English" (p.4). When I asked my friend about these Indian English usage, the answer I got was, unfortunately, the same. She said she had never heard such usages from any of them either. This meant that I had given false information to my students. I should have asked them about this a long time ago, definitely before doing that activity, but it never occurred to me. I felt so upset and angry with my stupidity, but it did not matter why anymore. I lost my chance of correcting my mistake. However, after this incident, I pondered why I approached the issue in such a prescriptive way and

stereotyped it. I even mentioned the speech differences between the Englishes of two Spanish speakers, Javier Bardem and Penelope Cruz, during another activity in the classroom. Somehow, until my cousin said it, I was not aware of my mistake about Indian English. I guessed I considered world Englishes in a different category in my mind, but I was not able to figure out why I stereotyped Indian English. Then, while I was trying to figure out the process of stereotyping, I came across a definition of it on the Blogspot of Eastern initiative for Social Science Research (eissr.blogspot.com). It took my attention because on that website stereotyping was defined as "an oversimplified, usually pejorative attitude people hold toward those outside one's own experience who are different. It's a result of incomplete or distorted information accepted as fact". I thought the expression of "outside one's own experience" was worthy of consideration. Maybe I made such a mistake as the notion of world Englishes was completely out of my experience when compared to other Englishes. For sure, I had watched some Indian movies, for instance, Amir Khan's many movies, but I did not remember paying any attention to speech features when they used English. I did not even remember how much Indian English I heard in those movies. I only remembered my surprise upon hearing a few Turkish words in Hindu sentences. Be it native or non-native, I had limited contact with other English speakers. However, I guessed I was exposed to non-native samples of English more on online platforms when watching a movie, a talk show, and tv series. However, I did not hear many English varieties such as Indian English, South African English or Singlish. Only after I engaged in ELF perspective, I started listening to these Englishes with selective perception. In this regard, such mistakes were sometimes a part of my process, unfortunately. This incident taught me that it would be better to frequently emphasize during ELF activities that a lot of factors could contribute to how a person's English was regardless of their countries: just as we could observe such differences in our mother tongue use in the same country. I realized that such an emphasis could prevent stereotyping and prescriptive attitudes during ELF integration.

As a result of all these mistakes I made and all the insecurities I felt, I came to the conclusion that a long term, in-depth in-service training was vital for teachers and instructors before starting an ELF implementation because this way they could feel more confident about their teaching and such mistakes could be avoided.

4.3.4.2. Is It a Little Too Much?

One of the situations I noticed during ELF integration was the increase in the use of the first language (L1) in the classroom. One of the reasons behind this increase was, unfortunately, the students' proficiency level. Students were showing interest and enthusiasm in the activities, but as they were at the elementary level, Turkish was inevitably used during the activities. Proficiency level was standing as one of the barriers which prevented my students from expressing themselves comfortably and fluently in English. Thus, they frequently needed to use L1 to express their opinions and tell anecdotes. In my implementation, I tried to ask them questions related to the topic and lead them into a discussion zone as well. In those moments, the students wanted to express themselves, but they had very limited English. The following examples were taken from the classroom interaction (the italics were the translated parts) that shows the instances when students openly indicated that they could not express what they wanted to say in English. The first example was from the first activity of the implementation:

> Example 1:
> Teacher: OK […] Do you know anything about these countries? For example, culture, do you know anything about Italians or Italy? [...] What is it famous for?
> Student: *I want to say something about Germany but I cannot say it in English.*
> Teacher: *What is it?*
> Student: *Only for newlywed men, I don't know though. In newlywed people's family house, they hang their childhood clothes*.
> Teacher: *In Newlywed people's house?*
> Student: *I mean balcony.*
> Teacher: Oh, OK, it's a tradition. What does it mean?
> Student: *I don't know what it means. Maybe it means they are getting married.*

This above incident happened in the initial time of the term while I was doing the first activity. I was not expecting miracles, but at least I was hoping the students to make simple sentences to express themselves especially in the spring term. However, the tendency to use L1 dominantly continued throughout the implementation. The following example was taken from Indian culture activity in the spring term when I

asked the students if they had ever conversed a foreigner face to face. One student wanted to tell an anecdote, but he used L1:

Example 2:
Student: *I can never express this in English. A foreigner asked me something in the subway.*
Teacher: Who? Where was he or she from?
Student: *Well, I have no idea […]I tried to say* "after four stops".

In addition to the proficiency level, materials could sometimes be the trigger of L1 increase. Though the content was tried to be adapted for the proficiency level, they could still be difficult to understand. Besides, because the students were not familiar with some of the vocabulary that was specific to the content, I also had to use Turkish when explaining, especially when they could not understand some parts of what they were watching, what they were reading or even sometimes in my questions, no matter how simplified I tried to ask. There were several instances about the increase in L1 use. For instance, during the world Englishes activity, there were some different expressions. Though I gave them in print and explained one by one, the students still had difficulty in understanding. Therefore, I had to revisit several points during the activity, but in Turkish of course. Some students even mentioned this comprehension difficulty in their reflection logs as well. In world Englishes activity, the instances from Singlish such as *lim kopi, liddat* or from Indian English such as *my teacher is sitting on my head* or from South African English such as *chill bru* needed explanations in Turkish as my effort for using English was futile. In American culture activity, some students had never heard of Thanksgiving or Halloween before. I tried to explain it in English first, but I realized that it would be too difficult to make them understand it. For instance, I tried to explain three times what trick and treat was with very simple English, but most were looking at me with empty eyes. Eventually, I gave up and explained it in Turkish.

Although L1 use increased during the implementation, the students were not making wonders in usual classes either. L1 was already in use despite my effort to encourage them to speak English in the classroom. Most of them were either using L1 when they wanted to say something or remain silent, which was also a problem that many of my colleagues were complaining about. Therefore, the use of L1was not something that emerged all of sudden because of ELF implementation. ELF only

increased it in the classroom. Throughout my whole career, I had dealt with the reluctant attitude of Turkish students for speaking. Although some L1 sentences I heard from the students, be it in ELF implementation or usual class, could really be expressed by them in English, they still preferred using Turkish. Countless times I expressed this fact to my students. I tried to encourage them countless times. However, I could never overcome this problem. The difference between usual classes and ELF implementation was that in the usual classroom the coursebook supports the content with lots of images and more importantly they professionally match the desired proficiency level, so L1 use during especially question-answer sessions could be rather limited because even answers at the word level could be accepted regarding a a picture, a reading text or an audiovisual. However, with ELF they felt the need to tell anecdotes and opinions. Besides, I myself also had to use L1 when explaining many things.

As an instructor, I had always been annoyed by the excessive use of Turkish in EFL classroom. L1 was already used in the usual classroom hours, which was annoying enough for me and when ELF implementation increased it during the activities, I felt doubt about if I was doing something wrong. However, even though this situation was uncomfortable for me, I was also questioning if this increase was really badly affecting my classes. After all, I believed that implementing ELF activities could contribute to my students with regard to other aspects. As seen in reflection logs, the students' positive comments were an indicator of it. They were drawing attention to lots of benefits. Besides, the implementation included only 13 activities and it was not every week. Therefore, they did not spend all of their time speaking Turkish because of ELF. Moreover, I was also questioning how we could establish an ELF perspective if we did not start from the beginning. Would not it be much harder to change established beliefs in the latter periods of the language learning process? Despite all these reasonable questions and questionings, the increase in L1 was a fact for the elementary level.

4.3.4.3. When *MY* Is Different for Everyone…

Before I started my study, I was using the term *teaching ELF* frequently. It was also commonly used in the ELF studies I had read. I even used it in the title of my thesis when I gave my dissertation proposal. However, during my implementation process, I realized that I had never considered the act of *teaching* with regard to the nature of ELF profoundly. I was assuming that the non-native speech features could be taught for each

nation through a generalization. That was my perception of the term *teaching ELF* because I had read such articles exploring ELF features within the scope of nationality such as Japanese English. That was why I got the misconception that ELF was teachable under generalizations. While I was preparing ELF activities especially about the speech features, I chose to do Spanish for the first activity as I saw a video of Javier Bardem on *tefladvocates.com*. I also added two additional videos one of which belonged to Penelope Cruz. During the activity, I wanted to focus on the features of Spanish English they were speaking. However, I noticed they spoke English with an immense difference. Upon seeing that, I searched for some information about these actors. I learned that Penelope Cruz was from Madrid and Javier Bardem was from the Canary Islands. Then I remembered *my English* concept indicated by Kohn (2015; 2018), a concept interpreted within a social constructivist perspective. Kohn (2015, p.7) stated that:

> Your ownership of a language is established through such a process of individual construction, influenced and shaped by what you are exposed to, where you come from, and where you want to go; and all this in social collaboration with the people you (want to) communicate and interact with.

As I vividly saw the huge differences, namely *inherent fluidity*, even between people from the same nation, I started to think about my perception of the act of teaching ELF and if I could use *teaching ELF* term. For instance, in Penelope Cruz's English, you could hear a heavy Spanish influence, but in Javier Bardem's it was less apparent. He still had L1 influence, but its characteristics were not as heavily emphasized as they were in his wife's English. I imagined millions of people living in a country all having their own Englishes. The activity made me reflect on the act of *teaching*, its relation to ELF and the commonly used term *teaching ELF* upon the Spanish samples as they displayed this immense difference, making *my English* concept very clear. Then I recalled the website which I came across at the beginning of my integration, and which showed ELF samples from different countries. I remembered checking Russia's samples on the map where there were audio recordings of various non-natives in different regions of Russia speaking English, but I found it so badly recorded that I closed the tab after a short while.

In his article, Kohn (2015) suggested that the most appropriate approach for ELF in ELT can be considered as *teaching for ELF communication*, instead of *teaching ELF*, which emphasizes pedagogical foci such as learning about the characteristics,

possibilities, and challenges of ELF, exposure to ELF communication to improve learners' linguistic and cultural knowledge, teaching learners ELF-specific comprehension skills to cope with unfamiliar pronunciation, unclear meanings and so forth. In this regard, the "learning about" activities were said to support and complete the extensive practice (Kohn, 2015, p. 13).

I watched tons of videos some of which I used in the materials to expose my students to various usages of English throughout the world. However, as I witnessed the amount of variety even within a certain group, I questioned to what extent learning especially ELF characteristics and possibilities was possible with so many different *my English*. I realized that ELF was not something teachable because even generalizations seemed against the concept. However, the concepts *teaching for ELF communication* and *learning about activities* as Kohn (ibid.) stated could be a more correct way of explaining the pedagogical perspective of ELF within ELT. Thus, these questionings also made me realize that the term *teaching English as a lingua franca* in the title of my thesis was not the right expression for me anymore.

4.3.4.4. Is This a "Betwixt and Between" Situation?

In ELF literature, it is stated that ELF awareness includes the components such as awareness of language and language use, developing an awareness of the processes of languaging where communication strategies are used, such as negotiation to produce meaningful interactions and translanguaging which is the process of using multiple linguistic and non-linguistic resources to ensure efficient communication between multilingual interlocutors. (Sifakis, 2017; Sifakis et al 2018). As Sifakis (2017) indicates it is not an easy task to create such awareness as it requires a long time and exposure. Although investigating whether my students would be ELF aware was not among this study's aims, throughout the research process I realized that many students were only informed to some extent rather than became aware. I could only implement 13 activities throughout the whole academic year. With such limited exposure, ELF awareness described by ELF scholars was difficult to reach. Moreover, even if my students were informed, the extent of being informed could be debated. For instance, when students were asked their opinions during the interviews, one of them stated that she gained confidence, but she had a downgrading attitude towards the Englishes of non-natives. Another student also had the same belittling attitude:

S12: “We underestimated ourselves about speaking. When we saw them, to be honest, we relaxed a little. I used to think my English was very bad. I was shy to speak, but when I saw them, I felt a bit relieved […] You gain self-confidence to speak because we really do not speak. We fear that it would sound funny, but when you see them you feel confident. Though they are foreigners, they cannot speak very well […] I compared myself with them. I realized that they cannot speak very well either. I said to myself we were not so bad […] Not everyone speaks perfectly.”

S26: “I saw them; I got angry with myself again. Even they [the people in the videos] speak [English], but I cannot […]The way we speak [and]our accent are better than theirs. We can also learn better, but we do not study. I do not know. Why cannot I do if they can?”

Another student, when asked about whether she experienced any differences in her perspective about English, she indicated a negative attitude towards her own English by defining it as *awful*. She also stated that being able to speak standard English is cool, referring a *flamboyant* way of speaking:

S6: I have realized I speak very differently[…] so awful when compared to the British and American. Literally Turkish English.

Researcher: Is it something bad?

S6: I think it is. I want to speak like a British or American. It is cool.

Besides, in the reflection logs, there were some some comments of a student who stated his positive views regarding the raise in his self-confidence, but the italics in the excerpts below displayed some underlying negativity towards the Englishes he saw in the activities:

S25: *There is no need to know English perfectly*. This encourages you. Every country has its own accent. It gives me the courage to speak out what I know. (3rd accent variety activity)

S25: Learning the differences in speaking and listening to someone who has learnt English as a second language is positive in terms of encouragement. It taught us *learning English can be difficult not only for us but for everybody* as well, and the important thing is studying and achieving. (Non-native Speech 1)

S25: Maybe *people are not speaking very beautifully*, but they have that self-confidence to speak. It makes me think that I can do the same too. (Non-native Speech 2)

As seen in above excerpts, the student's expressions in some of his comments such as " There is no need to know English perfectly", "learning English can be difficult not only for us but for everybody as well", and "people are not speaking very beautifully" might have been an indicator of an attitude that perceive non-native Englishes less appealing because these expressions actually indicated that the Englishes he saw were not perfect and non-natives do not speak beautifully. All these could have been a signal of a perfect image of standard English in his mind and actually non-native Englishes were insufficient for him when compared to standard. Although he expressed that what he saw in the activities encouraged him to speak English, which could be evaluated as a positive comment, I believe it hid a negative perception underneath.

I also heard some negative comments from a few students regarding some cultural aspects during an activity in the second term. Whenever I heard a negative comment about another culture, it gave me the feeling of failure because I thought it was an indicator of the fact that I failed to help them get at least the gist of the perspective. What I was willing to hear was at least neutral expressions such as *different* or sentences that displayed some tolerance towards differences instead of labels such as bad, awful, ridiculous. However, life was not always the way we would like it to be. For instance, during Indian culture activity, a conversation took place between me and one of the students. We were reading through the text which had some information about India such as the regions in the country, the religion, the role of English etc. While reading, he commented negatively about religions in the text. The following conversation was taken from that interaction:

Teacher: There are different religions, right?
Student : It says Sikhizm, Hinduizm. I did not understand either of them.
Teacher: Religions[…] Sikhizm and Hinduizm are religions.
Student : What nonsense!
Teacher: Do you think it is nonsense? These types of religions?
Student : A little.
Teacher: Why?
Student : I do not know […] weird.

This above interaction took place in March, the spring term. His defining a different culture as *nonsense* or *weird* in that month, which was the fifth month of the

study, was demotivating for me, and I went on doing the activity feeling crestfallen. Another similar incident occurred just before I started the first activity for non-native speech features. This incident also took place in April, in the spring term. One student asked about the source of a video I used in one of the previous activities. In that video, there was a Thai girl who was trying to communicate with a British guy. The following conversation was taken from that interaction:

> Student: […] can I ask a question? There was this girl speaking English ridiculously. Nothing she said was understood.
> Teacher: Which one?
> Student : Japanese. She was speaking English.
> Teacher: Ahh, Thai.
> Student: […] where did you find that video?
> Teacher: These are all from the internet, especially YouTube.

As seen in the above excerpt, the student labelled the English Thai girl was speaking as ridiculous. Another incident occurred while I was doing the activity about Spanish non-natives where I used three videos. One was a video where some Spanish people were pronouncing several English words. The other two were the interviews of two world-famous Spanish actors, Javier Bardem and Penelope Cruz. I asked my students what they thought about the English in the videos. Two students indicated that we (meaning Turkish people) were better when compared to them.

> Student A: We are better.
> Teacher: We are better? Why are we better?
> Student A: The way we speak. Their mother tongue is very dominant.
> Student B: Because as Turks we want to say the best, the most beautiful.
> Teacher: Hmm, you mean perfectionist?
> Students B: Exactly. I think that is why we are not able to speak.

As seen from the excerpt, firstly, one student made a good/bad English comparison which ELF perspective was against. Secondly, other student connect good/bad English concept to the national characteristics. Upon hearing such comments from some of my students, I felt unsuccessful in helping them understand ELF

perspective. For sure, their attempt of comparison was neither unexpected nor unwanted, especially when presenting ELF samples. However, this comparison should not have been with regard to being better or worse. When I reflected on those instances regarding other Englishes and the attempt of downgrading them, I thought this could have been the reflection of a possible underlying reason deep down: a linguistic prejudice which I could not overcome. Thus, I asked myself how many of my students and to what extent they were really informed about what ELF perspective says. Some were probably informed only about the fact that people speak English differently.

All in all, when such negative comments showed up in the latter period of the study, I realized that neither raising awareness nor informing were simple processes at all. In this regard, I should state that the activities had mostly informative effects on the students and I believe this informative aspect was only to some extent for some students. However, I still thought that informing students at this level of proficiency was a positive contribution because some students indicated in the interviews that they thought only one English was spoken in the world, so showing them there was much more than they thought when we say "English" or "speaking English" was something significant for me.

4.4. Part 3: Challenges for ELF Applicability

The findings regarding the second research question of this study, "To what extent is teaching English as a lingua franca applicable in a Turkish norm-based context?" revealed two categories one of which was the challenges for ELF applicability. This section presents themes and subthemes related to this category. The themes revealed were institutional factors with three subthemes (the lacking emphasis on speaking and listening skills, constraints in the classroom, and exams), instructors' lack of ELF awareness, students' profile, and the lack of ELF perspective in teaching materials. Table 4 below presents the themes and subthemes with their story titles:

Table 4.

Challenges for ELF Applicability

Themes and Subthemes	Story Title
Institutional factors	
• lacking emphasis on speaking and listening skills	*You Are the Weakest Link. Goodbye!*
• constraints in the classroom	*Let Me Be!*
• exams	*Being Fettered*
Instructors' lack of ELF awareness	*Agents of Change*
Students' profile	*The X Factor*
Lack of ELF perspective in teaching materials	*Redressing the Balance*

4.4.1. Institutional Factors

I had worked at very different institutions throughout my career. I had taught in private language schools with diverse learner profiles, in private and state primary schools, and a university. Each of these institutions had different ways of functioning although they all had one goal: teaching English. The differences in their functioning stemmed from several factors such as learner profile, teaching and learning objectives, physical conditions and even teacher profile. Depending on the institution, my teaching was also shaped. In some of these institutions, I could plan my teaching and choose the teaching materials by myself. However, in some, I had to follow the institutional decisions. In some institutions, I was lavish with technological equipment for classroom use. In some, I did not even have a simple tape recorder. Therefore, sometimes I could teach based on my teaching perspective and sometimes I followed the institutional decisions. In this regard, many factors affect teaching practices determining what teachers can or cannot do.

In ELF literature, ELF scholars indicate that it is not their place to tell teachers what to do because it is the teachers who should decide themselves whether ELF is appropriate and needed in their own contexts. ELF is said to be context-bound. Therefore, to seek an answer to the applicability of ELF teaching, I decided to explore the educational context of this current study. I conducted semi-structured interviews with instructors and students. One of the themes that emerged from these interviews was the institutional factors with three subthemes: the lacking emphasis on speaking and

listening skills, constraints in the classroom, and exams, all of which could challenge ELF applicability in the context.

4.4.1.1. You Are the Weakest Link! Goodbye.

When asked about their views about language teaching in the context, the instructors indicated that speaking and listening skills were not emphasized adequately and there was a heavier focus on grammar teaching. Excerpts taken from the interviews are given below:

> Ins 1: "Speaking has been put on the backburner […] Eventually, in the future, these students will work somewhere. They will think of having an academic career […] They will need speaking, but right now the heavy emphasis is on reading and grammar."
>
> Ins 2: "I think speaking and also listening are lacking. These two skills are not practised enough"
>
> Ins 5: "I think we practise little listening. I think listening is inadequate. […] we rely heavily on grammar, and we fall short of the speaking skill. This is my complaint […] Speaking activities are hardly ever done."
>
> Ins 6: "Constantly grammar-focused. We are following a syllabus […] and it is so grammar-based […] we constantly do grammar […] and we do not give any importance to speaking […] I do not know. Grammar is important, but listening and speaking are important as well because in the future, for example, when they go abroad, […] understanding what they hear and expressing themselves fluently are also important."
>
> Ins7: "I have started to give classes this term but from what I have been hearing from the students, from my colleagues and what I have witnessed so far after starting the classes, I think […] [there is] too much grammar. There could have been speaking, listening […] There seems to be a serious problem in that."
>
> Ins 8: "It is heavily grammar-based […] How should it normally be? A student should be able to comprehend what he reads. He should be able to speak. He should be able to comprehend what he listens to. He should be able to express himself in written form. However, we are in a system where we cannot teach any of these skills. It is only grammar-based."

> Ins 11: “We depend too much on the materials and I feel overwhelmed with them. It is very grammar-based.”
> Ins 12: “Speaking is not important anymore. Thankfully, the coursebook is skill-based. It includes listening skill and at least we can do the reading and writing skills […] but, of course, it is debatable to what extent this is adequate.”
> Ins 14: “I think it is very grammar-based. Speaking and listening are put on the backburner. It is always grammar.”
> Ins 16: “We are not communicative […] We give a grammar-based education.”

As seen in the above excerpts, it was thought there was a lacking emphasis on speaking as well as listening. Furthermore, the dominance of grammar teaching in the context was also stated. The reason behind this situation, especially in a university preparatory school, could be the necessity to bring student proficiency to a certain level in a limited time before the students start their studies in their departments. When this is the case, focusing on especially grammar, vocabulary and reading more than the communicative skills could be viewed as more significant. In addition to that, the lacking emphasis especially on speaking in the research context could have been due to the exclusion of speaking exams from the exam schedule that year when this study was conducted. The following excerpts were taken from the interviews:

> Ins 2: “I have a friend working in another institution […] She once asked me what we did here in the exams. I said that we did speaking [exam] in the second achievement test. I said we also did it in the second term. But then I have learned that it was excluded. I advocate that there must be speaking.”
> Ins 4: “Speaking exam has been excluded […] That is a major absence. It has reduced the time we spend on speaking in the classroom.”

I asked the same question to my students during the interviews. After all, they were the other side of the coin and one of the most important components of educational contexts. Their views might be different from the instructors’. However, the majority of the students also stated that there was a lacking emphasis especially on speaking in the syllabus. Their statements also indicated a major focus on grammar teaching in the context. The excerpts below support these views:

S10: “It is mostly grammar-based […] There is scarcely any speaking […] When educated like this, I do not think English can be learnt in Turkey. You will either go abroad or make a foreign friend. That is how you can improve your speaking. You cannot improve your speaking here. […] you try to improve your listening skill with films [but] your pronunciation and speaking do not improve.”

S11: “The education here is good, but I still wish more things were done for speaking. I thought the education in preparatory classes was speaking-oriented, but again it is grammar.”

S18: “Because I did not have any basic knowledge of English, at first I found it very difficult. In the beginning, I felt disconnected. The education here is based on grammar. For sure, it is better when compared to my former education, but have I been able to improve it vastly? No. I think it would be better if it focused on speaking rather than grammar. Grammar is mostly rote learning, but if it were speaking that we focused on, we could practise it.”

S19: “We learn grammar well, but there is not much practice. We already feel shy when speaking. When there is not much practice, we cannot speak at all.”

S20: “I do not think it will be adequate for our departments. Especially speaking is not being done. Now, when I open my notebook, I know all the grammar, but if someone sits in front of me and starts talking, most probably I will just stare at his face. Or I could make simple sentences […] It is grammar-based. Only grammar is not adequate. When we go to our departments, we will be lectured in English.”

S26: “I think the preparatory school is very good [but] we do not practise the language. We learn vocabulary and such stuff.”

S27: “Actually, I wish there were speaking. It is very important. OK, we learn grammar, but you improve when you speak. When you do not speak, you do not improve. If we had this opportunity, it would be better. It would be better if a class hour was spared for it.”

S29: “It is fully based on grammar. There is not much speaking. I support doing speaking. I will go to my department and it will be the same there, too. We will learn the passives. That is how it has been all my life.”

As seen from the excerpts, the students thought the emphasis given speaking skill was inadequate and there was a heavy focus on grammar teaching. It is obvious

from the excerpts that the students were willing to be able to speak the language. Although some stated that they favoured the education given in the school, the majority thought lacking emphasis on especially speaking would not help them improve the language truly not only for general purposes but also for their departments. Briefly, not only the instructors but also the students thought that the communicative skills were lacking in the context. However, the contexts where there is lacking emphasis on communicative skills and a major focus on grammar teaching could be challenging for ELF applicability as ELF takes spoken interaction and communication into its center. Therefore, syllabi that focus on improving communication are considered significant to realize ELF awareness. In this regard, it can be indicate that the features of the syllabus followed in the context were not in line with the features seen as a prerequisite for ELF in the literature.

4.4.1.2. Let Me Be!

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."

Ralph Waldo Emerson

To what extent can you exist in your own classroom as your true teacher self? To what extent can you be in your element as a teacher? In my study, throughout the whole implementation process trying to spare time in the classroom for what I would like to do was one of the most prominent constraints. In such moments when I felt powerless, I was thinking that everything I had done so far with regard to my education and teaching career was futile. I felt as if I had been just an onlooker in my own classroom. If I could not project myself into my own practice if I could not have such power in my own profession, what was the point of all these readings, studying and trying to ruminate over all the things I had been trying to do? This is something that can make you unhappy easily. Then you start to approve the saying "Ignorance is bliss". Feeling the time-constraint pressure during the implementation, I started to question whether I was really empowered. Besides, under these circumstances, I wondered who could implement anything extra at all, be it ELF or not. We had had to cover three books the previous year, but that year we only had two books to cover, and it was still a constant struggle to find a place for my implementation in my own teaching

environment. However, maybe it was me and my pace. Thus, I wondered if other instructors were experiencing such a constraint in their own classroom. I asked them if they could spare time for any extracurricular activities. I found out that most instructors had similar issues. The following excerpt reveals this situation:

> Ins 1: "Not really. I can barely catch up with the syllabus. The coursebook is very intensive […] Also, the students cannot understand everything well. I have to explain everything. I have to give a Turkish explanation of everything. They have a lot of questions regarding grammar. Because I have to explain everything one by one, the class proceeds very slowly."
> Ins 2: "When I was teaching in ELT preparatory, I was able to because I myself was preparing the syllabus […] But here I am not able to do additional activities because I am following a syllabus."
> Ins 3: "No. I try to catch up with the syllabus. Besides, the syllabus is not going in an effective way, which I am not happy about. It can be due to the problems with how it is prepared or about the sources we use. Well, I am sure the decision-makers are doing their best, of course. I am not saying the opposite, but I do not believe the syllabus is inclusive."
> Ins 5: "I cannot. Time is never enough. I try to do [book] activities in the best way I can […] so, I do not have much time left."
> Ins 6: "I wish I could, but I cannot. We cannot do it here[…] We cannot spare much time in classes. We are trying to catch up with the syllabus."
> Ins 7: "I can only cover the syllabus. Today, I had a chance for the first time[…]But it was the last day and the last hours of the week and there was not much motivation, so I did not force the students. We chitchatted and I finished [the class]."
> Ins 8: "I feel like we are constantly on the go[…]There is no meaningful [time] is left […] When you do an exercise, an activity, it has stages, isn't it? You will explain what will be done. Then students will apply it by themselves. You will form groups if needed. After that, you will see the result. I mean, if what we mean by an activity is that 'I am projecting 10 questions, reply them', if this is an activity, it can be done. Students can say 'hmm we will write am is are'. But if what we call activity is something that focuses on students' production, I need 20 minutes at best, don't I? […] What we call activity has a beginning. It is a

process and it has an ending where students produce. There is no time for such things."

Ins 10: "No, I can only finish the syllabus. I cannot do anything else."

Ins 13: "Our book has an intensive content […] You cannot do something additional because you have your priorities.

Ins 16: "I can only catch up with the syllabus here. When I was teaching in faculties I was able to find time to implement extra activities, but here I can only do the activities in the coursebook."

Usually in preparatory programmes, the syllabi are loaded as several books with intensive content need to be covered in a limited time. In this regard, as can be seen from the excerpts, the majority of the instructors could only use their classroom time to catch up with the syllabus because the coursebook content was thought to have a lot of work and activity. In this regard, they could not do any extracurricular activities as they could spare their time mainly for the syllabus content. Besides, some of the instructors who previously worked in other departments stated that they could find time for extra activities when working there. Therefore, the instructors had constraints specifically in the research context which was a prep school where the students needed to reach a certain proficiency level in a given time and where there was an obligation to follow a certain syllabus. This caused time constraints for most instructors as the syllabus usually wiped away the time for extracurricular activities. As a result of this, instructors could be left with little or no time to implement anything outside the syllabus. I also experienced the time constraint during the implementation of the ELF activities. I could implement only 13 activities in one academic year with 28 weeks and it was due to the fact that catching up with the syllabus took most of the my classroom time and I had to wait for the weeks when the syllabus became a little loose. As an instructor, I acknowledge the necessity of a common syllabus in the research context and the necessity to follow it. However, I also believe that instructors also need to be given more space to be themselves -their teacher selves- in the classroom environment. They should be able to reflect their own way of teaching in classroom practices. Nonetheless, as seen from the interviews, most instructors had time constraints due to the syllabus they had to follow, which could be challenging for ELF applicability because activities related to the perspectives different from the ones in the context environment could only be integrated through extracurricular activities. In this regard, if instructors cannot find a

space to try out their own claims, perspectives or ideas in their own context, teaching practices could become mechanical processes rather than creative.

During the interviews with the instructors, I showed ELF activity samples to them to get their opinion and some of them additionally stated about these constraints as a barrier to ELF implementation although they were positive about the activities. The following excerpts were taken from the interviews:

> Ins 1: " It seems like we do not have time for it in our department. Time is needed to do these activities. We have very limited classroom hours. We can only do what we are given."
> Ins 8: "We need to stick by a certain syllabus. We have time constraints. They can be done, but it requires effort."
> Ins 13: " A classroom hour needs to be given for these activities. They need to be integrated into the syllabus. That is our only issue. You cannot do what you want whenever you want, such original works for instance, because you are obliged to catch up with the syllabus."

As seen from the above excerpts, some instructors emphasised the necessity for additional time to implement the activities in the context due to limited classroom hours and the syllabus to be followed. They believed they were not free to do whatever they liked in the classroom. As a result, it can be stated that the contextual realities such abiding by a loaded, intensive syllabus and time issues due to this attachment could pose a challenge for ELF implementation as the instructors would need additional time to implement ELF.

4.4.1.3. Being Fettered

The data revealed that challenging factors were not limited to the lacking emphasis on speaking and listening skills and the constraints in the classroom. Exams were revealed as another challenge. In the context, all the students were taking the same exams that were based on the coursebook and grammar book used in the classes. These exams were high-stakes which determined the students who could pass the prep school and go on to their departments. If the students failed the exam, they had to repeat the prep year. During the interviews with the instructors, some of them indicated the

negative effect of the exams on instructors' teaching practices and students' perceptions because such an effect could impose a possible restriction on the way how teachers teach, what students are taught and how students perceive learning a language. The following excerpts were taken from the interviews:

> Ins 8: "Indeed, you can teach a topic in different ways but the system of assessment and evaluation also affects […] You say 'I will teach this subject with my own system and explain it with my own samples', but then you see that students are asked a different type of question in the exam."
>
> Ins 13: "The students are exam-oriented and that is what they would like to study for. Exam questions are based on coursebook content, so you cannot do something extra."
>
> Ins 15: "Well, we always teach English on paper because that is how it is assessed in Turkey. Nothing else is assessed […], so students improve themselves accordingly. They think this level is adequate. They do not go abroad or they do not have English in their work life, so they do not include English in their life truly."

When the statements of the instructors' above were considered, the significant role of exams in shaping classroom practices and students' perceptions were revealed. For instance, one instructor stated that even if she would want to teach a topic in her own way, the exam content could prevent her from doing so because what she did and what was asked in the exam might not match. Another instructor stated that what exams usually focus is written part of the language. That is, communicative skills are usually not being assessed. In this regard, she believed this situation determine the students' attitude about the aspects they focus on when learning a language resulting in not embracing the language in their real life contexts. Besides, the students were viewed as exam-oriented and this could be a barrier for additional activities as the exams were based on coursebook content. All these aforementioned views indicate that there could be several barriers to ELF applicability because the content of exams could affect what teachers could do or not in the classroom as well as how students perceive learning a language. The system I tried to function in was exam-focused and the domains which my students were studying hard before each exam was mainly grammar and vocabulary because their questions were dominantly about grammar topics and vocabulary during

the revisions I made before the exams. Hence, the instructors could think that it would be wiser in their context to spend any extra time they could have for grammar and vocabulary activities rather than ELF when they had an exam reality.

Though I believed ELF could really contribute positively to my students regarding their perspectives about English, I was also aware of the exam reality. That was why I experienced an exam-related dilemma during my ELF integration. This dilemma stemmed from one of my previous experiences about exam reality. Some years ago, an example in the coursebook took my attention because it did not make sense to me. The coursebook crossed out the sentence *I have … years old* as an incorrect way of saying the age in English. I thought to myself "why would a student say it like that?" I had never heard such a sentence from any of my students. After that, I searched why there was such a warning in the book. It did not take me long to find out that French people say their age in L1 by using the verb *have*. So, I realized that this warning in the book was for French students who transfer their L1 use into English. When I was doing that page in the classroom, I, unfortunately, made the mistake of explaining this to my students. Why do I call it a mistake? Because after that explanation, I saw sentences as *I have… years* in their exam papers. It was not the majority but still, some students answered *how old are you* question with that sentence. I do not know why but for some students it was easier to remember that warning rather than the frequently taught one. Because I had experienced such an incident, the information I was going to give in the ELF activity including Indian English created a sort of hesitation, even fear in me. In the activity, I was going to show sample sentences in the progressive tense. However, these sentences included state verbs used in the *progressive tense* and with *to infinitive* followed by *a gerund* verb, for instance, *I am wanting to kissing you*. Although such grammatical structures are not considered as an error from the EFL perspective, I was teaching in a norm-based context and they were errors in those contexts. These structures were the ones the instructors always told the students not to use because they were incorrect. Besides, this grammar topic was one of the difficult to explain and reinforce in students' minds. Some students had difficulty in using these structures even at the end of the year. Thus, giving these examples to the students scared me. I did not want to see such use in their exam papers because if they did, they would be crossed out as errors and they would not get any scores. I feared that showing such samples could negatively affect some students' learning in my context as the expressions might get stuck in their minds as it happened in the French L1 example.

Thankfully, I had not experienced anything negative in the exams afterwards. However, it was a possibility. In this regard, when instructors function in exam-based contexts, such concerns when integrating ELF could also come to the surface because students are exposed to various ELF usages some of which are considered *errors* in all norm-based contexts and exams. In this regard, exams in the context were revealed as another challenge for ELF integration.

4.4.2. Agents of Change

I heard about ELF when I was in the initial years of my doctorate programme which I started in 2014. It was one of the research areas of my supervisor, and I heard the notion from her in the first place. Until that time, if I had been asked by a researcher what my definition of English as a lingua franca would be, I would have said "the common language of the world". Even after I heard ELF, I knew nothing about ELF because, just like any other research area, ELF in the literature has a wide range of issues, so I needed to read about it. During my interviews with the instructors, I wanted them to explain what the notion of ELF meant for them if they ever heard of it. Some of them explained ELF as the common language of the world, which I consider natural when I think about my previous years. The following excerpts were taken from the interviews with the instructors:

> Ins 3: "English has turned into everyone's English […]. It is a lingua franca. It has to be a lingua franca which is spoken everywhere and everyone's common language in the world."
>
> Ins 6: "As far as I know, it is English as a world language, isn't it? Everyone can speak English. An Indian speaks it; a Chinese speaks it; an Italian speaks it. It is a world language now, a language everyone should know. We can see this in a lot of places."
>
> Ins 8: "As much as I recall from my prior knowledge, I think it is a common language that all people can communicate with. It once emerged but did not last. I thought it did not exist anymore, but now on second thoughts, English is really a lingua franca. Although it is not known by everybody, somehow you can find a person who knows English to communicate in whatever country you go to."

Ins 10: “A common language which is used the most in many countries in the world. I mean the world’s common language. Was that it?”
Ins 14: “I would say it is the common language. Isn’t it so?”
Ins 15: “I have heard it as the common language the whole world speaks.”

As seen in the above excerpts, the instructors defined ELF as the world’s common language as it is spoken all over the world and by different nations from the Chinese to the Indian. Some instructors even doubted about their definition asking me back for approval. The answers indicated the instructor’s views with regard to the position of English in today’s world. On the other hand, some instructors, with regard to the same question, stated that they had heard the concept but did not know or remember it exactly, or they had not heard about it before or researched for it specifically:

Ins 1: “I have heard about it, but I do not know exactly what it means.”
Ins 4: “Is it about the second language and foreign language difference?”
Ins 5: “I heard about lingua franca. I remember it as a language that is generally accepted […] I am not sure, but I remember that it emerged especially with trading. I do not know what the relevancy is now. It can be wrong.”
Ins 7: “I have heard of it, but it would be nice if you remind me again.”
Ins 9: “I prefer English as a foreign language. I do not use the term English as a second language. English as a lingua franca is not a term I read about a lot. I have not come across such a term in what I read.”
Ins 11: “I have never heard about it.”
Ins 12: “I have not heard about it. It is not something I research specifically.”

As seen from the second group of excerpts, a specific knowledge of ELF was not evident. When the excerpts with regard to ELF definition so far were considered, the notion of *contact language* that is flexible, co-constructed and affected by sociocultural and sociolinguistic factors were not evident in the replies, which I believe is natural as this is an area of a specific study. It was the same situation for me until I delved into reading about ELF research in the literature.

However, during the interviews, three instructors gave an explanation that reflected aspects of the ELF perspective in the literature. The following excerpts were taken from the interviews:

Ins 2: “I came across ELF when I was doing my Master’s. I remember that it is a contemporary approach [...] For instance, rather than pronunciation, communication is important. Can you express yourself? Can you understand your interlocutor? Can a Spanish and a Turkish understand each other when they speak? That is what matters [...] For instance, fluency and accuracy were two very, very important things for me in the past, but now I think that as long as the person can communicate, he can make some mistakes. That is how I see it now. I think I have got soften a bit.”

Ins 13: “When I was doing my Master’s, one of our professors frequently mentioned it. He also told us about its history. As far as I learnt those days, it is the language that dominates the world. It is mostly due to economic [reasons]. A common language to rule the world. If everyone speaks the same language, exploitation is easier.

Ins 16: “Years ago, when I was working at American Culture Association during the times when we had that video system when there were those big videotapes, I came across a tape of an Indian professor [...] I am talking about the year of 1998. How many years has it been? 20? I am talking about 20 years ago, but I still remember his face. I was very impressed. He was advocating that language is for communication [...] He said ‘What matters is to be able to communicate. I speak Indian English, the Arabs speak Arabic English, the Russians put stress on /r/ sound [...] It is not important at all. Language is for communication’. That is what I remember.”

As seen from the excerpts, although some instructors explained different aspects of ELF perspective, there was a lack of ELF awareness among the majority of instructors, which could be a challenge for ELF applicability because integrating ELF into classroom practices requires instructors’ being aware of ELF in the first place. If they are not aware of the perspective, then we cannot talk about any ELF applicability. However, in order to create such awareness, in-service trainings must be provided for instructors. With their heavy work load, many instructors may not have time or effort to read raw research in the field and then try to interpret what these research findings mean for their teaching practices, especially when there is theory-practice gap. In this regard, from my point of view, instructors’ lack of ELF awareness even in different contexts can be inevitable when in-service trainings are not given.

4.4.3. The X Factor

Students could have the most significant, but unpredictable impact in a classroom setting. That is why I call them the X factor. When it comes to implementing an innovative perspective in a traditional classroom, it is not guaranteed that every student will favour it. Until the first day of my implementation, I had felt extremely anxious. I was constantly thinking about what my students' reaction would be. Maybe they would hate the activities. Maybe they would say very negative things. For me, it was very difficult to predict because ELF was something out of the box. Although my anxiousness gradually faded to some extent after each positive comment, I still carried it in me until the end thinking about the possibility of a perfect storm. Thankfully, all ended well for my part and theirs.

During the interviews, some instructors stated that students had a significant impact on classroom practices. They considered it a strong determinant of what teachers could or could not do. For example, one instructor gave an example of how students had different attitudes to extra exercises he was sending to them via emails. The following excerpt was taken from the interview:

Ins 4: "Here, usually the student determines how it will go. I think it depends on the student profile. For example, at the beginning of every term, I say that I will send emails to them and I will do exercises […] Now I have three classrooms. I send emails to two of them. Actually, I send them to all, but I follow two of the classrooms to check whether they do it or not because the students in those classrooms do [the exercises]. For instance, my class has just finished. A student said she had some questions, and asked if we could look at them. I did it gladly, but in the other classroom, they do nothing. They do not even know if I send the emails or not. I think students determine. I think it is the same for most of us. If students are motivated, we do more than enough."

As seen from the above excerpt, the instructor stated that students determine what an instructor would do in the classroom. He gave an example about the additional activities he was sending via email to three different classrooms. He stated that if the students were interested and willing to do the activities, he gladly spared his time to go through some parts they could not understand even out of his classroom hour. However, if the students in the classroom did not show any interest or do the exercises, he

believed there was nothing to do about it. He also thought that motivated students also motivate the teachers.

Another instructor stated that for ELF to be integrated into the system, the change was needed to be accepted by the students, but they were not willing to do something different. Thus, she thought it was the reason why teachers could not bring different teaching methods to the classroom. The following excerpt was taken from the interview:

> Ins 8: "They can be integrated into coursebooks as well as our system. But this change is needed to be accepted […] The students are lazy […] They do not want to do something different, so we cannot bring something different [to the classroom] […] Most [students] do not want to make much effort. We have such a situation.

As seen from the above excerpt, students were thought to be unwilling to engage in something different in teaching practices and to accept such changes in the system. They were thought to be reluctant to actively engage in the classroom. In this regard, instructors thought students' low motivation and reluctant attitude to change could affect instructors' in-class practices, be it integrating ELF or anything that could be different in the context. When this is the case, instructors could restrain from implementing anything additional if they thought students would not show any effort, which could also be a challenge for ELF applicability. However, I should note here that during my ELF implementation, I usually observed that majority of the students were engaging in the activities despite all my inner anxiety. In this regard, I think maybe ELF could be a contributing factor that could help instructors create more engaging classroom hours because students might perceive ELF content interesting and rather different from the usual content of coursebooks and language learning programmes. Regarding the findings of this study, their positive attitude towards ELF activities was evident in the reflection logs as well as the interviews. For sure, this does not mean that this is valid for every classroom. Maybe I was lucky about my students' participation. However, from what I experienced, I saw that ELF might have a positive effect on attracting students' interest in terms of different aspects such as activities' informative function that shows them the world reality, contribution to their language learning,

affective factors and engaging function and this could raise their motivation towards learning English.

During the interviews, another aspect indicated by some instructors as a challenge regarding ELF applicability was the students' low proficiency level. When I showed the instructors the ELF materials I prepared, two of them stated that the materials seemed more appropriate for upper proficiency levels. The following excerpts were taken from the interviews:

> Ins 2: "Right now, it can be given to the pre-intermediate level. I am not saying that it cannot be given at all for lower-level classrooms, but I can start with how natives speak. Then when their pronunciation improves, we can talk about this lingua franca. I can say 'Look, my friends. There is globalization. The Spanish, Italian, German, indeed everybody speaks this language, but they do not speak it the same way. You can be aware of that.' […] The activities can be given to show the diversity."
>
> Ins 4: "As for the content, they are more appropriate for intermediate or upper-intermediate levels, for instance, the sound differences here. My priorities for elementary level students or A1, A2 level students are different. It is grammar, for instance. The correct use of language."

As seen in the above excerpts, the instructors highlighted the importance they gave to lay foundation first for the students' language knowledge. They stated that they gave priority to expose students to the natives' use of the language, grammar until the students reach a pre-intermediate, intermediate or above levels. Only then would they prefer to implement such ELF activities in order to show them how English is spoken throughout to world and differences. In this regard, some instructors could restrain implementing ELF in their classes due to the students' low proficiency level and the priority the instructors give to establishing a standard English foundation in the first place as they believed that was their priority.

I also experienced challenges with low proficiency levels during the implementation both in my materials development and classroom application processes. For instance, the requirement of matching online sources with the proficiency level was time-consuming. Moreover, in some sources no matter how much I tried to adapt them some students found them difficult to understand. Besides, as the students had low

proficiency levels and could not express themselves in the target language comfortably, an increase in L1 use occurred during the activities. During the interviews, when students asked about the disadvantages of the activities for them, some stated the hardship of understanding some vocabulary and the English spoken in the activities. The following excerpts were taken from the interviews:

> S11: "Sometimes I had difficulty in comprehending what they were trying to say when they spoke very fast. I was not able to understand them."
> S13: "The disadvantage was that they spoke unintelligibly, so I could not understand. I can barely understand normal English because I did not do any listening in high school. As I did listening activities only here, listening to someone speaking very fast and not being able to understand were annoying."
> S18: "I was having difficulty in understanding their Englishes. This usually happened in dialogues because two different people were involved. I was confusing them a lot."
> S19: "I had difficulty in understanding some of them. I remember having such difficulty."
> S20: "I sometimes had difficulty in terms of vocabulary […] There were words that we had not learnt during classes. I noted them down."

As seen from the above excerpts, some students indicated the hardship of comprehending the English of people in the audivisuals. Some found their Englishes fast and unintelligible and some stated that there was unknown vocabulary. One student indicated that he did not do any listening in his previous education and when he already had difficulty in understanding *normal English*, namely standard, hearing speeches that were fast and unintelligible for him was annoying. Another student indicated that she had comprehension issues especially in dialogues as two people were involved in the act. Therefore, she confused them a lot. However, dialogues were also presented in the coursebooks. The reason why she was confusing them could have stemmed from the different Englishes she was hearing in the videos for the first time and she might have needed more time to tune her ear and notice what she was hearing.

All in all, the aspects of the students' profile were considered significant in classroom practices. When students had low motivation for learning and a reluctant attitude towards change, instructors might consider it a barrier to do anything additional

in their classrooms. In addition to these aspects, low proficiency levels could be considered early for ELF implementation because some instructors indicated that setting a language foundation with normative education and then showing ELF to students was a better approach.

4.4.4. Redressing the Balance

Never in my teaching career had a day passed by without a coursebook. They had always given me great assistance, even the *not very good* ones. First, they pointed at me the way I needed to walk when I was an inexperienced teacher. Then they started to walk by me as a friend when I became a bit more experienced. As a non-native speaking teacher in an expanding country, coursebooks had always been a significant part of my teaching. Not many people could deny their vital roles in our teaching context. Providing all the materials I needed, from workbooks to CDs, frankly, they did not leave me much work for materials development. They gave me a flow in my teaching regarding the topics to be covered, the order to be followed for certain levels, and the activities presented with the content. Besides, they gave me a framework that syllabi and exams could be prepared accordingly. Therefore, most of my teaching work could easily be centered on a coursebook. That is why, in my context, I now define my English language teaching as *coursebook teaching*. In this regard, during the interviews, after explaining to the instructors what ELF and Standard English meant, I wanted to get their opinions with regard to coursebooks around which all our teaching and learning had been revolved. I asked the instructors which perspective they saw in the coursebooks. Some instructors stated that the coursebooks included the standard only. The following excerpts were taken from the interviews:

> Ins 1: “I do not know, it is mostly British and American based. There is not much lingua franca.”
>
> Ins 4: “In some course books both British and American English are given. So, they may be helpful in this regard by showing the variety in language […] Except for this, nothing else has attracted my attention.”
>
> Ins 7: “I can give you an answer only based on our education here and my experiences. I see Standard. I do not see ELF.”

Ins 9: “I always say in my classes that the British have nothing to do with the English language anymore. They have a historical connection. I do this for two reasons. Firstly, it is said that ‘English for business is business for English’. You learn English for business, but you also do business with them at the same time. As a result, this is what you see in coursebooks. Last week, I was lecturing and my students read a text from British history which they were not obliged to know about at all […] This is about the books you utilize. If they are British or American publishing you cannot escape the standard. Of course, my preference is using coursebooks specifically prepared for Turkish students.”

Ins 10: “Standard. There is no ELF.”

Ins 11: “Well, I will say standard. That is the only thing that comes to my mind. In coursebooks, we always encounter British speakers who speak very correctly, and who speak perfectly, very fluently in every aspect. But in real life? See, I have not thought about it from this angle before. There is nothing given from this perspective. I have never come across in the coursebooks.”

Ins 12: “Well, let's say it gives inspiration for ELF in the coursebook we use, but from a standard perspective rather than an ELF perspective. It depends on the teacher a bit. It does not give you the material, but I think it creates an idea in teachers’ minds […] You can start from there.”

As seen from the above excerpts, some instructors indicated that there is British and American English presented in the coursebooks. One instructor thought that the speech samples were of perfect, fluent native speakers rather than the ones in real life. Another instructor stated that this situation was inevitable when the coursebooks of certain publishing houses were chosen and he indicated that he supported coursebooks specifically prepared for Turkish students. Another instructor stated that only the difference between British and American English was given in the coursebooks, which is also the indicator of the dominance of the standard. However, one instructor stated that some topics could give inspiration to the instructors for ELF though it did not give the material itself. She also added that it was up to the teacher to get this inspiration from the book.

During the interviews, so instructors indicated that although standard English was dominant, there were some instances of ELF in listening and reading sections.

Some indicated that coursebooks have been presenting some ELF related aspects and there is more flexibility in coursebooks' content today than there was in the past.

> Ins 2: "Coursebooks are after teaching the standard, but I think they have accepted the lingua franca fact, and they have been presenting samples. I remember that there is ELF in the coursebook we use[…] though very short […] a Greek and a Spanish are speaking English in very short dialogues. I think all coursebook writers present it, whether it is deliberately or not […] There was a Turkish. I remember very well, but it is not to the extent which underlines ELF clearly."
>
> Ins 3: "Lately, in the readings and listenings of the coursebooks we have been using, there are speakers with different accents. Or they include some things from different countries, for instance, Spain […] but I do not think it is absolutely within the scope of ELF. We try to teach a standard to students here […] the Spanish they listen to still speaks an accurate grammar no matter how different the accent is. And because it is a coursebook aiming to teach English, I do not think lingua franca is integrated to a great extent here."
>
> Ins 5: "Standard. There is no ELF type of things. Maybe, in a book which consists of 12 units, they show a different region once or twice at best."
>
> Ins 6: "Mostly Standard English. What you always hear is the British accent. Maybe, in some sections of the units, it mentions non-native speakers' cultures, but when you listen it is always Standard English."
>
> Ins 8: "There is flexibility now. If we think about [our] high school years, there were more strict rules back then. Or that is how our books were. I do not know, but now it seems more flexible. For instance, I guess there was English used by a Spanish in our book. The people speaking are not only native speakers anymore. This is not always all the time, but if necessary. If there is a text about another culture, ELF can be included there […] when needed. If a student comes from another country with another culture, you feel that someone from that country is speaking rather than a native speaker."
>
> Ins 13: "It is rather standard, but I have also seen ELF in the coursebook for prep classes. I have seen it in the latest one we use."

Ins 15: “I think British English and American English are given majorly. Sometimes there is ELF in the listening sections of our book. For example, was there an Italian?”

As can be seen from the excerpts, some instructors stated that ELF can be seen in coursebooks in terms of accent variety and cultural topics especially in reading and listening sections. However, they believed English speech samples of different nations and intercultural aspects could be come across now. They thought that coursebooks were stricter in the past, but now they became more flexible regarding such issues. However, they still thought that the standard English was the dominant perspective in the coursebook contents because it was what they wanted to teach, as indicated by one of the instructors.

I also asked a similar question to my students during the interviews. I asked them the frequency of ELF activities they saw in coursebooks. They stated that ELF was not included in coursebooks and they had not encountered such activities before. Only one student mentioned DynEd which is a software programme for language learning used especially in state primary schools including some characters from different cultures. The following excerpts were taken from the interviews:

S10: “Such types of activities? I do not remember any.”

S11: “They do not exist in traditional coursebooks.”

S12: “There was DynEd when I was going to 8th grade. Two people were speaking […]There were from different nations, but the teacher did not focus on it.”

S13: “There are not any.”

S18: “There are not any in books. I have never seen them.”

S19: “I have never seen them in books. Only in the books here, I came across with explanations about American English and British English. I do not remember seeing others.”

S20: “There are not any.[…] In the first year of high school, only grammar structures were taught. After that, we had storybooks. After we had finished reading a book, we bought a new one. We made translations from these books. I do not know if such activities would count.”

S21: “I have seen them here for the first time.”

S26: “I have seen them for the first time in your classes.”

S27: “I have come across neither in coursebooks nor classes.”

S29: “Such activities do not exist in books. There is only grammar in secondary and high schools.”

As seen from above excerpts, the students indicated that they had never seen such ELF activities before. It was during this study when they encountered them for the first time. Even some students indicated very clearly that such activities were not given place in the books, and one added that there was only grammar in the books he used in his previous education. Another student also indicated that only grammar and translation were the foci in his previous education. On the other hand, one of the students mentioned about DynEd and some intercultural aspects in the programme. However, it was not an aspect emphasized during the classes. This could indicate that the position of English in today’s world was not given attention in some educational contexts.

During the interviews, one student stated that although she had never seen such ELF activities she mentioned her high school teacher whose listening activity once focused on comparing American pronunciation with Turkish pronunciation:

S6: “There was listening [skill] only in the 3rd class of the high school. It was American English. Once we did an activity about how we pronounce and how an American man pronounces. The teacher wanted to show how the American speak. But I have never come across different nations. I have seen it for the first time here.”

As seen from the excerpts, it could be stated that not only from the instructors’ but also from the students’ point of views, coursebooks are dominantly based on Standard English and ELF did not exist in coursebooks except for only some instances of non-native speeches and intercultural aspects. This could be a challenging factor for ELF applicability in a context where coursebooks dominate language teaching and learning because when the teaching is dependent on a coursebook, all aspects of teaching and learning process such as objectives, syllabus, exams, examples the students are exposed to and so forth usually revolve around this coursebook content. When there is such a focus, ELF might not be able to find a place for itself easily as all the priority,

time and effort will be given to what is at hand. In this regard, a lack of ELF perspective in teaching materials could pose a real challenge for ELF perspective to be integrated into teaching practices in the classrooms.

4.5. Part 4: Opportunities for ELF Applicability

The second category revealed from the data with regard to ELF applicability was the opportunities. Two themes emerged in this category: instructors' positive views towards ELF and students' positive views towards ELF. Table 5 below presents the themes with their story title:

Table 5. *Opportunities for ELF Applicability*

Themes	Story Title
Instructors' positive views towards ELF	*A Matter of Support Vol 1*
Students' positive views towards ELF	*A Matter of Support Vol 2*

4.5.1. A Matter of Support Vol 1

Perspectives differ. That is as plain as a pikestaff when it comes to ELF because it has been debated so long in the field. It has both supporters and opponents because it is natural to approach a phenomenon from different angles. As for ELF in classroom practices and teaching, it is expected that while some instructors may support it and believe that it could contribute positively to their students, some others may think that it is irrelevant and not needed in their context. Therefore, how instructors view ELF could be one of the determining factors for the question of whether we can ELF or not in our context. As said, at the end of the day, it is the instructors who would decide if ELF is needed in the classroom or not. Therefore, I asked the instructors what they thought about the ELF materials used during the implementation and whether they would like to apply them in their classrooms. The following excerpts were taken from the interviews:

> Ins 1: "I think they are nice. I think maybe if such activities were done, it could be more interesting and enjoyable. It would be different for them [the students]. They would engage more. Maybe they would feel much closer to them [Englishes in the activities]. They would not feel foreign […] I would like to

use them. For instance, this song activity is very enjoyable. I think students can make nice comments. It would attract their interest. I wish we could do them. I wish we could prepare such things."

Ins 2: "They are nice. Frankly, I like these types of activities a lot. I think highly positive of them. Very nice. […] They can be done. Why not? It can create awareness. The students will see it […] Actually, they will become more cultured. They will see the reality because there are lots of non-standard speeches. When people from two nations, for example, an Italian and a Turkish come together, they do not speak a standard language at all. This happens. Students can also experience it and many of them will experience it when they work in a company in the future. If they see these activities, I think it can be beneficial in that regard. It will raise awareness in terms of cultures and it will be realistic. This is actually something that shows the reality to the students."

Ins 3: "I think they are very good for awareness-raising. I wish we could implement them in one or two class hours. They are very entertaining […] because there are listening, reading. Also, they are creative. The students use everything. They enter Google, search, apply what they learn, and realize these strategies at that very moment […] It would contribute positively to the students both in and after school. At least, because they speak, listen, and comprehend more, their self-confidence will improve, and they will go to their departments with the feeling that they can speak a few words."

Ins 4: "They seem useful. The flow, how they are presented, warm-up questions, how they go towards production, all look appropriate […] Students at the intermediate level or above need to see them […] If I had that level of students, I would use them. […] It is good for speaking. Also, hearing all of these is good in terms of helping them understand that they do not have to speak mainstream English. It can be like a motivation. Also, it can be useful even just to give the message that what matters is the ability to convey the message"

Ins 5: "Very nice. Different from what we do."

Ins 6: "A very nice study. I wish these were included in our classes […] It would be a class including things they can face in real life. It would be a more realistic class."

Ins 7: "It is definitely very good work […] I would use them because what is our purpose of learning English? To communicate […] These students' aim is to

communicate. They will use it as a medium. Therefore, it does not matter how. When somehow they find themselves in such a situation, and on top of that if they or their interlocutors have accent problems, these activities are very nice regarding how they will survive in such situations. It creates a question mark asking what they would say.

Ins 8: “Nice. Nice work […] Of course we would want to use them. I think they would break that barrier to speaking.”

Ins 9: “I think they are good activities […] Linguistics says a prescriptive approach is wrong. Descriptive, which is describing what exists, is important. Therefore, we need to plan our language teaching according to what exists rather than how it should be. I need to plan according to what is happening in today’s world.”

Ins 10: “Nice activities […] They can be used. For example, there are words that they can understand when pronounced by non-natives. This can contribute to their self-confidence […] If they have a lack of confidence, they can think ‘Ok I cannot understand native, but I can understand non-native. I actually know English’. I think it can contribute to students about this aspect. If this could be done beforehand, in high school, I think it can contribute to students positively from this perspective. Then they would come here without prejudices and they would show more effort to speak.”

Ins 11: “I think they provide a very beautiful window into English […] When we think that the majority of us are non-natives, such activities can definitely be used in order to make mutual communication easier. I always say to the students that they should use every possible method to survive […] It is really very good for them to see how people use the same language in different ways in order to communicate and to show this situation in such different colours is very good because as I say they will not always encounter nor communicate with native speakers in real-life […] They can develop strategies to be able to communicate more comfortably and they can get rid of the psychological problems they experience. How confidently the girl [in the video] repeats. It can be very useful to use such things in classes.”

Ins12: “Very nice. I just mentioned that Spanish man. He did not say /enədʒi/; he said /energi/. I told the students that the man was saying /energi/, but he spoke. There is no such thing that you need to use 100 percent British accent to

express yourself. OK, we teach pronunciation to students but I always say 'Look, why are we studying this? To understand what you hear.' You do it not only to speak correctly but also to comprehend what you hear. Therefore, the activities you did were very cute […] my type of things […] This English is spoken by, I do not know how many billions of people, and not everybody speaks British English [or] American English, but do they speak English? They do. Students definitely need to be exposed to these differences. I think it is needed."

Ins 13: "I receive feedback from the students. They say there are different Englishes in the movies they watch […] These [activities] should be used to raise awareness. They see it in whatever they watch on TV or on the channels they follow on the internet. They witness it and they are aware. There are different characters in movies or TV series or the singers' intonations and stresses vary. This would be very useful to raise awareness. Besides, it can also be entertaining. It can be very enjoyable."

Ins 14: "Very nice. I think they are very nice, very good […] Why not? If we were free, I would do them […] It would be good to integrate them because Turks feel very shy when they speak […] because they cannot speak from thinking that they speak incorrectly or they make mistakes. But when a foreigner speaks Turkish, we like it. I think these activities can be useful."

Ins15: "They are very nice, entertaining. They can also attract [students'] interest songs etc. I think they can be useful […] We can. Why not? […] English language does not compose only American or British English. We already show the pronunciation differences between them but in the future when they go to Erasmus and when they are in a multicultural environment, English will be the means of communication for them, and these [activities] are very nice for them."

Ins 16: "They are very nice, definitely very useful. I really liked them […] I will try them. Students could feel close to them. They could say 'they are like me; they are using it as a second language' When students empathize with them, maybe they will not feel scared of learning. I think this could be useful. I liked it."

As seen from their statements, some instructors indicated that the students would feel close and not foreign because of the non-native characters and their speeches

in English in the audiovisuals. In addition, some thought that the activities could show them how people use the language as a means of communication in multicultural contexts, and this could help them have awareness of these real contexts. Some instructors stated that such activities could raise students' self-confidence as they could understand non-natives better. Besides, the activities were thought to be helpful for the student show more effort to speak. In addition, some instructors thought the activities would be viewed more interesting and enjoyable by the students. As a result, instructors thought the activities would contribute to the students in many aspects such as providing an interesting and enjoyable lesson, eliminating the feeling of feeling foreign towards the language, breaking the barrier students have to speak the language, students' showing effort to speak, becoming more cultured, creating awareness, creating self-confidence, exposing them to differences, creating a realistic class and teaching what exists. All of them displayed positive views not only towards ELF activities but also towards their use in the classrooms, which could be considered an opportunity for ELF applicability. However, I should note here that some instructors additionally stated their concerns regarding the teacher effort required for creating such materials. The following excerpts were taken from the interviews:

> Ins 5: "This is very difficult. A new material from scratch is needed for this. Do you know how this can be put into practice? There has to be an international study[…] Maybe, there should be the Chinese, the Spanish, and people will somehow come together. If they cannot, they will do it with a network connection by speaking, sharing, and sending to each other. Maybe, it can be done like this."
>
> Ins 6: "It seems like a lot of work for the teacher. Maybe they can be handed out to instructors for implementation."
>
> Ins 10: "Such a thing […] requires much more effort. Besides, the teacher needs to have knowledge about it, a bit of world knowledge actually, for example, about these musicians. She will search for them; she will look for a song […]. This can be a barrier. She needs to spend extra effort on that."
>
> Ins 11: "This is a work that requires a lot more effort. This means to expose students to a more variety of cultures and a combination of language use techniques. This means much more effort."

As seen from the excerpts above, despite their positive views about the activities, some instructors stated that preparing such activities requites time, effort and knowledge. One instructor even indicated that such activities could be developed through an international collaboration. As mentioned in Part 1 and 2, I experienced the challenges the instructors mentioned such as time, effort and teacher content knowledge, while preparing and implementing the activities. In this regard, some instructors realized these possible challenges when the activities were shown to them.

4.5.2. A Matter of Support Vol 2

After the implementation was over, I conducted semi-structured interviews with 12 students to get their views about ELF activities. Most students indicated positive views for ELF activities and related advantages due to several reasons such as the activities' being more entertaining when compared to grammar learning or usual classes, contribution to the improvement of especially listening, being useful for speaking in a real-life context and being informative. These statements showed similarities with some of the instructor's predictions about the materials' possible contribution to the students and classroom practices. The following excerpts were taken from the students' interviews:

> S6: "They were good. You showed different accents and cultures […] There was a Thai girl for instance […] The language starts to sound familiar and you start to understand accents better. Even if you cannot speak the language, you start to understand better. For example, we heard how a Chinese speaks. Instead of nonstop lecturing, doing such activities from now and then is better. They feel different from usual classes and the coursebook."
>
> S10: "I talked to my brother after the activities. His English is good. He goes to different countries for his job. He says he does not understand the English spoken in most of the places he goes to […] He tells me that I will speak [English] in the future, too and he wants me to improve myself accordingly. It was good that we saw them. […]After all, the people you will meet will not speak British English. They will speak different Englishes. You should be able to understand them."

S11: “I wish other teachers did them too. We not only increased our knowledge with the videos we watched but also saw accents in different languages. It was pretty good. I wanted the classes to be given like that, so we can have familiarity with the language in terms of speaking and pronunciation […] I was not able to make sentences, or I did not use to know how to pronounce. I did not use to know how to react when someone did not understand [me], but these activities helped. I wish I had improved more, but they were not adequate. It would have been better if there had been more videos or listening. That was what I had expected.”

S12: “They were very good […] When the lesson started to become boring, it was nice to watch them. We felt relaxed. I found them entertaining.”

S13: “It was good that we did them because we watched and listened to the Englishes of different nations.”

S18: “They were enjoyable. They were entertaining and different when compared with grammar. I liked listening to them.”

S19: “I think, at least, we learnt how different people speak, how they pronounce and how we can express ourselves to them […] We saw English more comprehensively than we used to. I mean we did not only see the English we study in books […] When I learn only grammar, I get bored of it, but when I learn this way, I improve my listening. Besides, when you see that much diversity, you search more about it.”

S20: “We saw accent differences. A word is used with another meaning somewhere else. We saw these things […] I knew that there were differences in accents, but I did not know they were so detailed. It is better to be aware of them. It will definitely be useful in the future, for example, in Erasmus [programme]. These are my opinions. We will definitely face accent differences. It is good to notice them.”

S21: “I watch a lot of TV series. I hear accents in these shows, but they speak in a structured way. That is how it is in most shows. But we watched here not only the British but also the Chinese. In the future when I communicate with someone, because I will, I can understand the accent better, that is why I came here. It is a different environment and I thought teaching would be different at university. And it was […] I think, at least from what we have seen, we will not be surprised […] in the future. We will not be tongue-tied […] For instance, that

man in the latest activity. We learnt about him culturally, too. I researched him afterwards […] People think English is easy, but it is the world's language, so everyone must learn it. Beyond that, they must speak it. What people always say is 'I understand but I cannot speak'. What matters is to do them both."

S26: "I liked them all. We saw cultures […] For instance, the activity about India was very enjoyable […] It was nice actually."

S27: "You have shown speech styles in different cultures […] I personally thought it was spoken the same everywhere, but it is not as such […] We have learnt about this [fact]; we have seen new things […] Also we have learnt things about different cultures. That was good too, for example, communication strategies. I found them very effective for my department. I have learnt something from all."

S29: "I think they were good for listening. Also, you projected them. These are useful things […] People make mistakes in the initial times. There can be pronunciation mistakes. I advocate learning by listening. Listening, listening, listening. I liked them."

As seen from the above excerpts, the students indicated positive views with regard to the ELF activities they participated in throughout the implication. For instance, some students stated that the lesson became more enjoyable when compared to grammar teaching and more different from the usual classes and the coursebook. Some students indicated that the activities contributed to their knowledge regarding different cultures, communication strategies and accents of different nations. Especially, they found this contribution useful for their departments and the real life contexts they might be in the future. Some students stated that the activities were good for listening and tuning their ears to the language and different accents for a better comprehension. Some student thought that the activities showed more comprehensive English when compared to the books. Besides, some indicated that when exposed to such diversity, they felt the urge to search more about the information they saw in the activities such as cultural characters. One student even indicated that she thought there was only one English spoken in the world. She stated that she saw what the real situation was.

During the interviews, some students indicated a positive difference in their perspective of English after ELF activities. What they stated were similar with some of the instructors' views about the materials, such as beginning to feel more eager towards

learning English, an increase in their interest in cultures, realizing the diversity in spoken English in the world, overcoming the fear of accuracy when speaking and the effort to speak the language. The following excerpts were taken from the interviews:

> S11: "Yes. I was not very enthusiastic about learning English but now I think I need to learn and speak it. I did not use to think like that. Also, I wanted to speak fluently, without hesitation. I have seen so many different Englishes for the first time. I did not know this variety existed in English. I thought it was only in Turkish. I thought that there was only one English. I have learnt there are differences."
>
> S13: "Well, English is not spoken by the British only. The whole world speaks it[…] When a Scottish, a Chinese, a person from a different nation speaks it, we could understand only if he spoke British English or American. It would be difficult for us to understand if a Latin spoke, so such activities help."
>
> S18: "English has become more appealing. I did not use to like it much. I had a bit of prejudice. I did not use to like it. But when I listened to them, I found it more entertaining. Because it was comprehension-oriented, I found it more entertaining, more positive."
>
> S19: "Yes, with regard to cultures. It increased my interest. I did not have any interest as I had never seen them before, but now I have more interest; my curiosity increased. I have become curious especially about Indian culture […] I used to be anxious when I started to speak, thinking that if I could pronounce and speak correctly or not. But after the videos, I have realized the important thing is that people express themselves comfortably. Being intelligible and communicating are important."
>
> S21: "I used to feel anxious about grammar. I was thinking that I had to speak in a certain way[…] but I have realized that there is nothing much to be scared of. I used to perceive it as something very difficult […] something unreachable as I was thinking that I had to pronounce in a certain way […] I got relaxed and I believed I could do it."
>
> S26: "You see different cultures. You feel more positive towards English when you see them. You become more interested in English after those videos. You like it more and you want to study more"

S27: “When English is considered, America […] comes to one’s mind, but now because it is a world language there is English in almost every culture. We have learnt how it is spoken. The way countries speak English is different. If I had not learnt it here, I would become tongue-tied [abroad]. English is everywhere. You must know it. Then you would be comfortable with everything. It is very important for my department. You do not have to know the language of the country you go to. It is enough to know English.”

S29: “Effort to speak […] We saw a Thai girl. She was repeating five times. People understand. I always advocate learning by listening.”

As seen from the above excerpts, one of the differences the students indicated with regard to their perception about English focused on the positive change in their attitude towards the language and learning it. They stated that they were not very willing to learn English before or aware of the need to learn it. Even one student stated that she had a bit prejudice towards it before the activities. Another aspect the students mentioned was the usefulness of the activities for improving their ability to understand a non-native when encountered as they realized that such encounters were possible in real life contexts. Some students indicated that they experienced an increase in their interest for different cultures after the activities. Besides, they stated that the activities helped them be aware of the position of English in the world. Finally, some students thought that exposing to varieties contributed to their real life communicational needs as well as their departments.

However, two students indicated that they had not observed any differences in their perspective of English after the activities. One of them indicated that the reason for no change was that he had already known about the topic, but he also added that if a person did not know about it, the implementation could contribute positively. The following excerpt was taken from the interviews:

S10: “Actually, no. I had already searched for them. My elder brother is very informed about it […] So frankly I had known about these subjects. But it certainly contributes to someone who does not know […] It informs him or causes him to have an interest in it.”

As seen in the above excerpts, the majority of the students stated positive views regarding ELF activities, their advantages for them, and the difference in their perceptions of English. However, there is always a possibility that in another context, the students' views could be negative. As ELF is context-bound and a matter of choice (Cogo, 2012), students' positive views are vital for ELF implementation. In my context, their positive views could be considered as an opportunity for ELF applicability.

4.6. Summary

This chapter has presented the findings of the study in four parts depending on the researcher journal, the students' activity reflection logs as well as the semi-structured interviews conducted with students and instructors as the supporting participants of the study.

CHAPTER V

DISCUSSION

5.1. Introduction

This chapter presents the discussion of the findings regarding ELF materials development, classroom implementation of these materials as well as the applicability of teaching ELF in a Turkish norm-based context.

5.2. ELF Materials Development

The findings regarding the researcher's experiences in terms of ELF materials development show us that the process had several challenges. Firstly, there was the challenge of moving from theory to practice. ELF studies indicate that there is a gap between classroom practices of ELT and the use of English in today's world since ELT has still not adopted the sociolinguistic reality of English. However, the pedagogy regarding the ELF perspective has also not gone beyond providing a few concrete ELF materials samples for mostly the use of upper proficiency levels. Sifakis (2020, p. 107) explains this situation as follows:

> On the one hand, it does not offer specific solutions or tips for actually 'teaching ELF', since, because of its inherent fluidity, ELF is not teachable (JENKINS ET AL, 2011). This means that, to date, there are no textbooks for teaching ELF, no dictionaries and no grammar books, only raw research published in academic journals and books.

As a result, it can be stated that there is still a theory-practice gap in the ELF field, which causes it to be distant from everyday classroom practice of regular teachers (Dewey & Patsko, 2018; Galloway & Rose, 2015; Pennycook, 2008; Siquera, 2020). This gap needs to be closed and the perspective needs to move forward to see its pedagogical implications that are inclusive of every level of ELT. Soruç (2015, p. 246) criticizes this gap:

> Many who write on the subject of ELF tend to sidestep the pedagogical issues raised by the topic […] However, the field of applied linguistics can hardly

> legitimately ignore the question of how the issues raised by ELF research apply to the classroom.

In my humble opinion, if samples can be given for upper proficiencies, then this means some tips, solutions, and concrete samples for classroom practices can also be provided for all levels. This can give a basis for teachers at least firstly to use or adapt what exists and then to produce their own samples. This can speed up the process of integrating ELF perspective into ELT practices as it will provide teachers with its embodiment for everyday classroom practices.

Nonetheless, the theory-practice gap has been one of the significant issues in the teaching field. However, without practice, a theory is only abstract thinking because practice is needed as an action to go beyond this abstraction (Breunig 2005; Freire, 2005). According to Morrison and Van der Werf (2012), theory and practice need to coexist to flourish. However, ELF, unfortunately, has not provided this practice part yet despite the research being done nearly for two decades, and thus the symbiosis of theory and practice has not been realized. As Matsuda and Friedrich (2011) state, much of the discussion regarding pedagogical implications of ELF perspective has remained at the abstract level. Therefore, the lack of materials and clear guidance for ELF teaching practices created the challenge of moving from theory to practice in this study. Secondly, lots of audiovisuals were used in ELF materials prepared by the researcher. MacKenzie (2014) highlights the importance of students' exposure to various accents via listening and speaking activities to raise their awareness, and Kohn (2015) emphasizes that learning and teaching activities for ELF should include how people communicate to ensure comprehension. However, the findings show that trying to create such ELF materials can be very time-consuming because, as Sifakis (2020) states, the only thing instructors would find in the field is raw research instead of textbooks to teach ELF. In this regard, the only source that shows ELF instances are existent on the internet video websites. There are no professionally developed sources specifically for educational purposes about ELF teaching in the classroom. Because of such absence, audiovisuals that could be used for ELF materials needed to be searched for on the internet and tried to be adapted to classroom use by the researcher who also developed pre-, while-, and post- sections of the activities. In short, ELF activities had to be created from scratch, which was a more challenging task when compared to adapting already existing materials (Salas, 2004). Because the only source was the internet,

searching for appropriate audiovisuals was an extremely time-consuming process since the internet is a bottomless pit and the researcher had to watch every single related video she found until the most suitable one showed up since the videos could be long in duration and include unwanted parts such as profanity. Besides, ELF activities were done in an elementary level classroom. Therefore, many online sources included high proficiency expressions, so the necessity of adapting the sources to match them with the proficiency level was also a time-consuming factor during ELF materials development. When coursebooks of publishing houses and the online teaching websites on the internet are considered, teachers can find any classroom activities in abundance for every proficiency level. However, the existing coursebooks and online activities present dominantly the accepted traditional perspective of teaching English, and due to the theory-practice gap in the ELF field, ELF materials for classroom use cannot be easily found except for a few ones for upper proficiency levels. However, it is claimed that stretching preconceived ideas after they are established can be much more difficult. Thus, I believe integrating ELF starting from lower levels gradually and systematically could serve better for its internalization. However, only lately some ELF studies have begun to mention ELF for low proficiency levels and young learners (Cavalheiro, 2020; Papadopoulou, 2017), but still, they do not provide a base for material adaptation either. As a result, this study shows that there is a lack of focus on classroom practices of ELF. As Siquera (2020) advocates, at the end of so much research and reflection over the results of ELF research, it is time to devote attention to pedagogical implications of ELF and the implementation of its research findings. Or else, this gap can be a barrier to ELF implementation in classroom settings.

5.3. Classroom Applications

The findings regarding the researcher's experiences in terms of classroom application show that time constraint was one of the challenges while implementing ELF activities. As the study was conducted in a norm-based context where there was a syllabus based on a British publishing coursebook to follow, ELF activities were implemented as extracurricular activities. In this regard, curricular activities in the context left a limited time-space for ELF implementation. To open space for ELF, the weeks when the syllabus was loose had to be detected. As a result, only 13 activities could be implemented throughout the whole academic year which was 28 weeks.

Besides, time-constraint was also evident during the implementation sessions. The researcher could not implement every idea she wanted or grant every request from the students. Time-constraint in this study was the result of a pre-prepared syllabus that was given to instructors who were obliged to follow it in their classrooms. According to critical theory, in many educational settings, it is assumed that learning is realized by following curricula divided into discrete and manageable units, which is an indicator of a perspective that overlooks the complexity of learning and teaching and in return turns the education into a mode of factory production (Brookfield, 2005). Such educational contexts exert pressure on teachers by taking their empowerment away to a great extent so that teachers are left with certain ways of teaching which treats student learning as a mechanical, programmed process that can be realized with predetermined timing, curricula, and teaching approaches. In this regard, trying to function under these circumstances can heavily influence the instructors' in-class practices as well as their professional development because the predetermined aspects become their professional obligations. Although there can be a necessity to follow a common syllabus in some educational context, this necessity should not lead to an *all-pervasive* as well as *the prescriptive* situation. Otherwise, implementing innovative perspectives can be challenged. In this regard, it needs to be questioned to what extent students' and teachers' needs, as well as their interests, are being served or if they are even considered within this factory model of education (Louis, 2007).

When ELF integration is considered, students' openness and acceptance are significant because, in most norm-based contexts, teaching is dependent on coursebooks that do not give much place to ELF, except for a few instances. Thus, an innovative perspective and its implementation need approval from the majority of the students because they are going to spare their classroom time for it. ELF researchers have always highlighted the importance of learners' choice about what kind of English they would like to aim for (Jenkins, 2012; Sung, 2013). ELF is a matter of choice which students can choose or not depending on their opinions about how appropriate it is for their learning (Cogo, 2012). Jenkins (2012) states that such a choice is not even available in traditional EFL contexts. ELF perspective sees learners as active participants and decision-makers about their learning process. It is also in line with Freire's (2005) ideas that explain and criticize the banking concept of education where teachers become depositors who make deposits and students become depositories who only receive, fill and store the deposits in an environment with lack of creativity, empowerment, and

transformation. Therefore, in this study, students' views about the activities were collected via the activity reflection logs given after each ELF activity. The findings indicate that students had dominantly positive opinions about the activities. However, some negative views were also voiced. The negative views were about comprehensibility, speech rate, usefulness, and engaging function of some activities. For some activities, several students indicated that they had difficulty in comprehending especially the people speaking in the videos because they thought the Englishes they heard were not comprehensible. The speech rate in the videos was also criticized. They thought the people in videos spoke fast. These views could have been due to the low proficiency level and the use of adapted online materials. Also, some students did not think some activities were useful or engaging. These views could have stemmed from the fact that the students were obliged to pass their class by taking exams based on the coursebook content. Therefore, their priorities and objectives could have been effective in these views. Also, individual differences might have caused some students to dislike the content such as Japanese culture. However, negative comments were much fewer than the positive ones. The positive views revealed four categories as well: engaging function, affective factor, contribution to language learning, and informative function. The majority of the students described the activities as fun, funny, and entertaining. Students also thought that the activities contributed to their language learning especially about speaking and listening skills as well as vocabulary knowledge. Another positive view was that they found the activities informative as they gained new information they did not know before. The affective factor revealed in the reflection logs was related to students' starting to develop a more positive attitude towards English and the rise in their self-confidence especially in speaking the language. The students indicated that seeing people speak English in different ways encouraged them. However, one student indicated his positive views with a downgrading attitude which viewed the norm superior to non-native speech. This could have stemmed from the established perspectives in ELT education where teaching is largely dependent on inner-circle norms. Such downgrading statements could also be the indicator of not becoming ELF aware.

Freire (2005) advocates that it is the purpose of education to raise awareness to realize and challenge discouraging situations in life. When looked from an ELF perspective, the discouraging situation that students can experience and need to challenge can be interpreted as the dominant monolithic mindset, which sets an ultimate

goal to reach a native-like competence. There are many debates in the field questioning if second language learners can achieve this goal. In this regard, students should also be given a chance to think critically on this set goal and teachers need to guide their students rather than imposing ideas (Keesing-Styles, 2003). Freire (2005) criticizes the educational perspectives that view learners as empty agents receiving knowledge from teachers rather than engaging actively as dynamic participants in the learning process. Students should be seen as individuals who are capable of assessing legitimacy, justice, and the authority both in their educational settings and living conditions to see the reasons behind (Aliakbari & Faraji, 2011). This is how they can decide for themselves, transform their perspectives and their lives, which contributes to the Freirian shift to conscientization (Freire, 2005). However, as stated, such empowerment is difficult without teachers. Therefore, supporting teachers as transformative intellectuals is significant to bring a change for the existing disparities in societies (Sadeghi, 2008). In this regard, teachers need to become creative designers of the curriculum, not gatekeepers (Evans, 2013). Creating empowered and empowering teachers might unite the theory/practice divide as well and centralizes praxis in education (Pennycook, 1990) because they will be allowed to take action, which is also needed in the ELF field. Teachers and students can observe, question, and even try out a claim (Moore & Parker, 2016). In the end, they can reject or accept it. This rejection and acceptance are also respected in ELF as it is considered as a choice, not an imposition. From an ELF perspective, both learners' and teachers' empowerment is significant and central because empowerment can be provided to students only by empowered teachers (Kincheloe & McLaren, 1998). ELF and critical theory intersect at this point because they both take learners as well as teachers' views into account and they both encourage them to question and challenge the status quo that can oppress them. When the students' positive comments and their outweighing numbers compared to the negative ones are considered, it can be stated that the majority of the students opted for EFL integration. This could have been due to several factors such as the lacking emphasis on speaking and listening skills in the context and heavy focus on grammar teaching, which were among the findings about institutional factors. Therefore, EFL activities might have been perceived differently from the usual classroom activities. Besides, seeing so many varieties that do not exist in their usual classroom environment could have helped some students feel more positive towards the language.

The findings from the researcher's reflections on the activities upon utilizing them in the classroom show that the materials had several pros and cons. The pros were the effect of content on student engagement and promoting critical thinking. The cons, on the other hand, were more than the pros and indicated the drawbacks of the materials such as exposure quantity, the difficulty level, and length of texts/audio-visuals. As the students were elementary level the varieties they were exposed to should have been limited to a few. However, they were high in number in some activities. Some activities included so many different accent varieties that it was challenging for them to pay attention to all. Another disadvantageous aspect was the difficulty level of the online resources used in the activities. Although the videos as well as the texts were tried to be adapted to match with the proficiency level, some students found them difficult to understand especially about vocabulary in the texts and comprehensibility in the videos. Another drawback of some activities was the length of texts/audio-visuals used in them. Some texts and videos were long for some students. Thus, they felt bored. Although such drawbacks might have stemmed from the researcher's lack of consideration and experience in ELF teaching, the absence of clear guidance for classroom practices could have also contributed to the drawbacks in the materials.

However, there were also advantageous aspects of some activities, for instance, the effect of the content on student engagement. When the activity included several aspects such as interesting information, funny videos, songs, or topics that students could relate to, the students' participation was high. Another advantageous aspect was the suitable nature of ELF activities to promote critical reflection in students as they prompted some students to think critically on several points and engage in some discussions with each other. Reflecting on the materials was significant for this study as it helped to see the drawbacks and benefits and gave clearer guidance when preparing such materials. Because there is a theory-practice gap in ELF field, these findings could be considered as one of the implications of this study and be beneficial for instructors who want to implement ELF, especially in low proficiency classes.

The findings also indicate some aspects that were realized by the researcher during the ELF implementation process. One of these realizations was the need for teacher's content knowledge and thus the necessity of long and intensive in-service training before instructors delve into ELF integration. For instance, the researcher realized that she stereotyped a variety of English unintentionally during the activity about world Englishes. When the researcher was showing the feature of Indian English,

she highlighted the frequent use of progressive tenses, especially with non-progressive verbs. This information was given to the students because that was the information the researcher found in an article and on several websites about Indian English. However, when the researcher was told by two people that they had never heard such instances from the Indians they knew, she realized that what she did was stereotyping a variety of English. ELF and its topics are a new area for many instructors. Therefore, they may have lacking information about other Englishes. ELF has not been integrated into teacher education programs, except for the universities where there are instructors whose study of interest is ELF and thus open a course about it. Therefore, other Englishes are mostly out of the instructors' experiences to a great extent. This inexperience resulted in unintentional mistakes during the implementation. For instance, the mistake the researcher made when explaining non-native speech features of Japanese English or her lack of knowledge about a former British colony can all be considered as the lack of content knowledge. In this regard, the absence of ELF courses not only in teacher education programs, but also in in-service training could result in such drawbacks when implementing ELF in classrooms. Dewey (2015) states that programs for both pre-service and in-service language teachers need to see the representation of language as a dynamic set of resources which can be arranged to match with functional needs when necessary rather than a mere norm-based approach to language. In this regard, these programs need to develop a more critical pedagogy that incorporates the use of the English language today together with its sociolinguistics, socio-political and sociohistorical factors (Kemaloğlu-Er, 2017). As Cavalheiro indicates (2020, p. 35), ELF professional training not only at a pre-service level but also at an in-service level is significant as such training "plays a key part in raising (future) teachers' awareness about these issues as well as providing them the confidence to adjust their classroom practices and select additionally more appropriate materials."

Another realization revealed during the study was the increase in the use of L1 during the activities. Because the students had a low proficiency level, there were expressions they could not understand both in the videos and texts. Therefore, the explanations were mostly in the mother tongue. Besides, when they wanted to express their opinions they used L1 due to their proficiency level. In the language teaching field, there are opposing views about L1 use in the classroom. For instance, some scholars advocate that L1 use can have a positive effect on the English language teaching and learning process (Atkinson 1987; Harbord, 1992; Latsanyphone and Bouangeune, 2009;

Scrivener, 2005). However, some scholars (Phillipson, 1992; Seligson, 1997) criticize the use of L1 stating that it is not appropriate in a language learning classroom. Harmer (2007, p. 39) states that though L1 is an enabling tool in language classrooms, English should be the dominant language in the classroom as they are learning English, not their L1, which I agree as an instructor. Although the use of L1 was not a direct result of ELF implementation, the increase in L1 use was. In the ELF field, studies (Hülmbauer, 2013; Klimpfinger, 2007) show an active use of L1, such as code-switching or transferring of L1 words to L2 by ELF speakers, which gives L1 an important status in ELF communication. However, in this study students tended to use L1 only especially when expressing themselves, for instance when telling an anecdote, which is a completely different situation from what ELF studies mention. However, although they could have expressed some of their ideas in English especially in the second term, they went on using L1, which was a common tendency among students also in other instructors' classrooms. This attitude could have stemmed from several factors such as the fear of making mistakes, their insecurity to use the language due to lack of self-confidence, and the lacking emphasis on communicative skills in the program. Nonetheless, the increase in L1 use can create clashes between the aims of a teacher's practice and theory (Hamilton, 2018), and instructors may refrain from implementing ELF, especially for low proficiency levels. Cavalheiro (2020) states that even A1 level young learners could be exposed to the reality of English language use in the world. In this regard, to what extent the increase in L1 use negatively affected the students' language learning process is debatable when the limited number of the activities implemented throughout the whole academic year and ELF gains stated by the students were considered.

Another realization was about ELF teachability when an activity made the researcher see *my English* concept vividly, which made her think about the act of teaching an ELF nature. Although initial ELF studies, which were under the influence of world Englishes studies, advocated that ELF is a variety, it is not defined as such anymore due to its inherent fluidity. ELF, briefly, refers to various uses of English in multicultural settings among the interlocutors who have different L1s. These different uses stem from the influence of several features interlocutors have such as education, L1, proficiency, culture. Even, their interlocutors' way of using English affects it. In this regard, ELF is considered dynamic and complex. Therefore, such abundance makes it difficult to teach when *the act of teaching* is considered. Upon the researcher's seeing immense difference even between people from the same region, she realized that ELF

could not be taught even under the nationality category, which she was assuming the contrary beforehand. In this regard, Kohn (2015) emphasized a "social constructivist 'my English' condition" and according to this condition "using English as a lingua franca is first and foremost understood as using one's own English for lingua franca communication purposes" (p.12). Therefore, when considered the nature of ELF, there is no *it* to teach (Kohn, 2015; Patsko, 2013), because millions of people use English today and they do not use it the same. In this regard, Kohn (2015) suggests that when perceived from *my English* notion within a social-constructivist perspective, the widely used terminology of *teaching ELF* should change to *teaching for ELF communication.* From my point of view, the term teaching ELF has been creating a false perception as if ELF had uniformity at some point. In this regard, the suggested term serves better for grasping its place in terms of its pedagogical implications. As Patsko (2013) states, it can be viewed as teaching English for lingua franca purposes by teaching students flexible, adaptable communication skills and strategies for dynamic, diverse situations so that they can function well and communicate effectively in multicultural contexts. However, in the literature, the term *teaching ELF* is still widely used.

Another realization of the researcher was that the students did not become ELF aware. They were rather informed about the sociolinguistic reality of English. Besides, they had the opportunity to practice the pronunciation of some vowels regarded as core according to LFC (Jenkins, 2000), to learn about some cultures other than British and American, to study and practice few communication strategies that are said to be used commonly in ELF interactions. Sifakis (2017) states that ELF awareness is not an easy task. It requires long-time exposure because ELF awareness includes several components such as awareness of language and language use, languaging processes including the employment of communication strategies, and translanguaging which refers to the utilization of both linguistic and non-linguistic resources that are needed to establish a successful communication between speakers (Sifakis, 2017; Sifakis et al 2018). In this study, the students were exposed to ELF with only 13 activities. Besides, some students' negative expressions regarding the non-native Englishes, as well as their own English during some activities, the interviews, and in reflection logs, were quite contrary to the ELF perspective. This made even the extent of being informed about the ELF perspective debatable. Though raising awareness was not a direct aim of this study, some students' labeling non-native speech as *ridiculous*, some cultures as *weird* and their own English as *awful* could have been the indicators of an underlying linguistic

prejudice, which they did not become aware of and the researcher could not overcome. Linguistic prejudice is still seen commonly in today's world and the complete opposite of what ELF perspective advocates. Linguistic prejudice is defined as:

> […] silly and sneaky discrimination that the individual may have with the language of the other: it is a dislike, an ugliness, or misconstruction of use (or language), without a discussion about the contrary, of what could be beautiful or correct. It is a dislike without clear discursive action on the fact rejected. (Bessa, 2015 as cited in Martin, Pinto, Carlesso, Spindler, Santos, and Möller, 2018, p.130).

Bryson (1990) in his book *Mother Tongue: English and how it got that way* states that the ideas about what is good English or bad English are results of linguistic prejudice and conditioning to a great extent. Adams (2017) also states that strictly prescriptivist attitudes result in linguistic discrimination. According to Ammon (2000), negative evaluation of non-native Englishes is due to mostly linguistic prejudice. However, "although discrimination on the grounds of race, religion, gender or social class is not now publicly acceptable, it appears that discrimination on linguistic grounds is publicly acceptable" (Milroy & Milroy, 1999, p.2). This provides a basis for another potential reason for prescriptivist attitudes to language, which is also fed by a monolithic mindset.

ELF paradigm calls for the emancipation of non-native speakers. However, it is also stated that this emancipation has not filtered down into attitudes and perceptions of English speakers both native and non-native throughout the world. In this regard, instructors' role of transformative intellectuals steps in again because creating better and fully realized individuals is the philosophy of education (Kellner, 2003). Therefore, it is the instructors who need to support and call for such emancipation and non-native legitimacy in the first place so that they could fight against linguistic prejudice. That is how they can develop democratic views towards non-native speakers. That is why they need their space to be transformative intellectuals. They need to discuss and reflect on their practice and teaching (Fien, 1995; Giroux, 1983; Sung, 2013), questions the dominant perspectives and empower their students to do the same. This is how they can become critical pedagogical teachers who are reflective critics, initiators of action, and agents of transformation (Beyer, 1996). By doing so, they can also challenge the constraints within their contexts and the education system (Sung, 2013).

When perceived from the aforementioned point of view, ELF can find itself a very grounded place within this big picture if allowed. It can help transform the individuals for a better understanding and appreciation of themselves and others. It can create a sense of unity in diversity which we have been witnessing nowadays during the times of Covid-19. English is used as one of the means of communication on social media platforms not only by doctors and health experts from different countries who share their medical experiences to fight with the virus but also by people such as artists who share in their world with others.

5.4. The Challenges and Opportunities for ELF Applicability

The findings of this study show that there were some challenges and opportunities for ELF applicability in the context. However, the challenges outweighed the opportunities. One of the themes that was revealed about challenges was the institutional factors with three subthemes: the lacking emphasis on speaking and listening, constraints in the classroom, and exams. The other themes in the challenges category were the instructors' lack of ELF awareness, the student profile, and the lack of ELF perspective in teaching materials. The two themes revealed with regards to the opportunities category were the positive views of instructors and the students towards ELF.

The findings from the data of semi-structured interviews conducted with both instructors and students indicated that communicative skills were not given much importance in the syllabus. Besides, grammar teaching was one of the most forthcoming features of in-class practices. This finding is in line with other studies conducted in Turkey regarding foreign language teaching (Çetintaş, 2010; Haznedar, 2010; Kara, Ayaz & Dündar, 2017; Oktay, 2015). However, ELF takes spoken interaction into its center. As Jordo and Marques (2018, p. 58) argue, "learning and teaching English from an ELF perspective means we switch focus from institutionalized grammar rules to the encouragement of negotiation from diverse grammars and linguacultural collections that emerge from every communicative encounter in English." In this regard, many ELF scholars highlight the importance of a language learning and teaching program that focuses on communication (Ferguson, 2012; Kohn, 2015; MacKenzie, 2014; Sifakis, 2004). ELF awareness can be difficult to reach when communicative skills are lacking

in the syllabus and the focus is on grammar teaching. Thus, such programs can be challenging for ELF to find a place for itself in the teaching and learning process.

The findings also show that in the research context, instructors had constraints in the classroom. These constraints stemmed from the obligation of following a certain syllabus given by the institution, which created a time constraint for the application of any extracurricular activities. This finding indicates that teachers were not autonomous in their classrooms, which was also a debilitating effect on their empowerment. Teachers' autonomy refers to the sense of freedom to make decisions (Short & Rinehart, 1993). This freedom includes a wide variety of areas such as timing, programs, books, and instructional planning (Klecker & Loadman, 1998). The lack of such freedom could challenge the integration of any innovative perspective in the context, be it ELF or not. However, Balyer, Özcan, and Yıldız (2016, p. 4) indicate:

> More autonomous teachers want to implement original ideas during their teaching practices, take risks, assist students, and develop skills. In this regard, creating opportunities for teachers to become more involved with new initiatives and responsibilities develops teacher autonomy.

In this regard, teachers need to have their empowerment which is the right to participate in the process of determining school goals, policies, and to judge professionally what and how to teach (Bolin, 1989) because this power can provide an important step in their becoming of agents of change. When looked at the issue from this perspective, I believe ELF and critical theory have a significant common notion: transformation. The critical theory aims to explain and transform all the circumstances that enslave human beings. So does ELF in our way of perceiving language teaching. ELF demands a transformation; in teacher education, in deeply rooted beliefs, in teacher's and students' mindsets, in coursebooks and the curricula. Some perspectives that dominate the learning and teaching environment might have been valid and useful in the past, but now they need updates to function well and in harmony in today's world. However, instructors' being autonomous has a vital role in such a change because they will need their space if they decide ELF is needed in their context.

The findings from the data of semi-structured interviews with the instructors also revealed that exams were another challenging factor as they could affect what instructors could and could not do in the classroom. For instance, some instructors stated that even if they wanted to teach a subject differently, with their methods, the

exams students had to take prevented them. Besides, it was also stated that the students were exam-oriented because exam questions were based on coursebook content. This also prevented the instructors from doing something extra in the classroom. Another instructor stated that English is assessed on paper, which means that the communicative aspect of it is ignored. As a result of this, students' perception of what learning a language is shaped and thus they do not include English in their life truly. This is called the negative backwash/washback effect of exams on teaching and learning. Toksöz and Kılıçkaya (2016) states "any assessment made, be it formative or summative, or teacher-made and nation-wide, has an effect on both learners and teachers" (p. 117). Erskine (2014) states that teachers have turned into drones due to high-stakes. Following a pre-prepared curriculum, teachers have not only started to depend on teacher-centered practices but also directed their focus onto test content. This situation has led to in-class practices without creative instruction. In this regard, ELF integration could be problematic when there is a negative washback effect of exams in the context (Perrin, 2000; Tsagari, 2006).

Findings show that another aspect that may challenge the applicability of ELF is the instructors' lack of awareness. Data from semi-structured interviews show that the instructors were not ELF aware. What ELF meant for the majority of the instructors did not go beyond *the common language of the world*. Thus, even if the educational contexts were convenient for ELF integration, instructors' not being ELF aware would impede implementing ELF activities. This finding also highlighted the importance of in-service training for ELF. With such training, instructors could be aware of ELF and related issues, reflect on their classroom practices, gain knowledge about ELF related topics, and have their confidence if they choose to implement ELF in their contexts (Cavalheiro, 2020; Leung & Lewkowicz, 2018).

The findings also show that the student profile could be another challenge for ELF implementation. Some instructors stated that students had a lack of motivation towards language and showed a reluctant attitude to participate, which could affect instructors' practices in the classroom. Students' motivation was seen as an important determinant for what instructors could and could not do in the classroom. However, several researchers (Aliakbari and Monfared, 2014; Muyan and Tunaz, 2017; Stephen, 2011) indicates that focusing on ELF can help learners develop more positive attitudes towards learning English when they start to perceive English as an international language used worldwide by non-native speakers who outnumbers the natives. One of

the possible reasons behind developing positive attitudes can be the fact that they may realize they do not necessarily speak like a native speaker does to communicate. As Muyan and Tunaz (2017, p. 74) advocates, “Learners’ main aim is not to communicate with native speakers anymore. Therefore, the idea that the native speaker of English being the model for correct language use is not valid any longer.” As a result, although from some instructors’ points of view, any extracurricular activities are difficult to implement due to lack of student motivation, ELF application can be a source of motivation for students’ and they may feel more motivated to learn and use the language. For instance, in this study, some students indicated that they started to view English and learning it more positively after the activities. In addition to the lack of motivation aspect, some instructors stated that ELF materials they saw could be more suitable for upper proficiency levels. They stated that their priority is to lay a foundation of standard English first. Only then did they found it appropriate to integrate ELF. However, this does not mean ELF cannot be applied at all in classrooms with low proficiency students. For sure, the students’ low proficiency level could have several drawbacks such as an increase in L1 and difficulty in comprehending some language samples, which were also among the findings of this study. However, this drawback could have also stemmed from the materials I prepared. I believe ELF could be integrated into teaching practices gradually and systematically to help students be exposed to the world reality regarding English and for low proficiency level simplicity could be the key when exposing them. Even showing the students the fact that the language belongs to everyone and most people speak their own Englishes at the beginning of their language learning journey can have a positive effect on their attitudes and self-confidence. For instance, in the context I conducted this study, some students although they were at the age of 18 stated that they thought there was only one type of English spoken in the world. Therefore, learning this fact can be a major contribution to these students. Besides, grasping the legitimacy of non-native Englishes in an early stage can make a huge difference in their perception of their language use.

Another challenge for ELF implementation in the context was revealed as the lack of ELF in teaching materials. In this study, the instructors and students were asked about the perspective they come across in coursebooks. The findings show that although some instructors stated that coursebooks now are more flexible in giving space to non-natives and intercultural aspects, the majority of them stated that there was dominantly a standard perspective. Besides, all of the students stated that they do not see ELF

activities in teaching materials. This is in line with the studies indicating the discrepancies between what is presented in textbooks and what is used in real-world communication, which is an indicator of the lack of an ELF perspective in teaching materials for learners (Lopriore &Vettorel, 2015; Siegel 2014; Yuen 2011). Though some coursebooks have enhanced the international aspects in their content lately, to what extent such an increase can reflect ELF and create ELF awareness is questionable. Besides, the inclusion of international aspects does not exist in all coursebooks in the market. Especially in expanding countries where coursebooks are dominantly used as teaching materials and educational activities are planned accordingly, coursebook contents have a significant role in determining teaching practices. For instance, Öztürk (2015), in his doctorate dissertation, states that one of the factors that shaped EFL teachers' practices was the coursebook. Besides, in some contexts, ELF exposure is very little in the out-of-classroom environment. Therefore, coursebook content is essential to provide such exposure. In this regard, the lack of ELF in teaching materials could have a challenging effect for ELF applicability especially in contexts that have constraints and which are dependent on coursebook teaching.

In some ELF studies, teachers are recommended to evaluate and adapt the textbooks (Yuen, 2011). However, there is little guidance on how teachers can do this task to integrate ELF (Yu, 2018). Besides, the findings of this study show that the process of materials development was not an easy task due to the absence of clear guidance, namely the theory-practice gap. As Dewey (2012) states, simply saying that ELF has implications for pedagogy is not enough. Teachers should be provided with classroom resources appropriate to raise awareness about the ELF perspective, and the gap between multilingual English and teaching resources should be bridged to eliminate the challenging materials development phase from instructors' heavy schedules and to pave the way for ELF integration.

As for the opportunities for ELF application, all instructors stated positive views towards ELF and its integration into language classes. Although some instructors viewed the activities more convenient for upper proficiency level as mentioned above, they all indicated that they favored the ELF activities and were positive about their use in teaching contexts. Besides, they stated that implementing ELF would be beneficial for the students in various aspects such as providing an interesting and enjoyable lesson, eliminating the feeling of feeling foreign towards the language, breaking the barrier to speak the language, showing effort to speak, becoming more cultured, creating

awareness, creating self-confidence, exposing them to differences, creating a realistic class and teaching what exists in real life. The support of instructors could be seen as an opportunity for ELF applicability. After all, it is the instructors who will decide whether ELF is needed in teaching contexts. Data collected via semi-structured interviews with the students indicate that students were also positive about ELF activities, which could be seen as another opportunity for ELF applicability as ELF needs to be chosen by the students as well. Although some students indicated the difficulty to understand some of the Englishes they were exposed to, they indicated several positive contributions of the activities such as their being entertaining, contribution to the improvement of especially listening skill, showing the use of English in real-life contexts and being informative, and developing positive attitudes towards English, and learning and speaking it.

However, the way of implementation should be highlighted here. These activities were implemented as extracurricular activities in a context where standard education was being given. Therefore, what students experienced was a norm-based classroom enriched with ELF topics, and the instructors favored using ELF activities in their norm-based classrooms which makes the activities extracurricular. In this regard, it can be stated that this specific blend in their learning environment was favored by them. From my perspective, this blended way best suits the contexts where every aspect of teaching and learning such as coursebooks, exams, teachers' educational background based on standard English. Kohn (2018, p. 7) suggests distinguishing "between two kinds of pedagogical orientation towards SE, a 'strict' and a more 'open' 'one'. He (ibid) explains the difference between these two kinds of orientation as below:

> According to the strict SE orientation, the learning goal is conceived as a unified entity without properly differentiating between English as knowledge and English as communicative use. Learners are required to meet the SE teaching norms; deviations are seen as evidence of unsuccessful learning. The strict view treats language learning essentially as a prescriptive copying process and (implicitly) argues from a quasi-behaviouristic position. According to the open orientation, on the other hand, SE serves as a pedagogical model providing orientation for the learning process; at the same time, however, it is recognized and acknowledged that learners cannot but create their non-native speaker version of this model.

As Cogo (2012) states, ELF is not only concerned with awareness, but also with the choice. In this regard, this blended application in this study which can be seen in line

with the open SE orientation could have made the ELF integration a choice for both the students and the instructors in the research setting. This can be considered as an opportunity for ELF applicability in such contexts.

It is stated that EFL teachers can interpret pedagogical suggestions given in ELF studies as a criticism of their standard English choice, which can create a conflict between EFL and ELF. However, an open SE orientation advocates a reconciliation of EFL and ELF to resolve this conflict by adopting a transformative teacher development approach which can help to raise teachers' awareness about the creativity and success of authentic ELF communication (Sifakis & Bayyurt, 2015 as cited in Kohn, 2018). As Freire (2005, p. 33) states:

> […] Mans ontological vocation […] is to be a Subject who acts upon and transforms his world, and in so doing moves toward ever new possibilities of fuller and richer life individually and collectively. This world to which he relates is not a static and closed order, a given reality which man must accept and to which he must adjust; rather, it is a problem to be worked on and solved.

In this regard, if any innovative perspective is believed to have the potential to transform students in a better way, then instructors need to become agents of transformation. However, in this study, several challenges were revealed in terms of the educational context as well as the materials development phase. Therefore, to do all aforementioned suggestions, teachers need to have their empowerment to guide their students to accomplish their objectives, to bridge educational programmes and students' lives, and to take part in on-going professional development (Fry & Dewit, 2011). Only then could they educate their students to be empowered and to become the center of their own lives so that they can critique and understand their circumstances and the social environment where they live. When this empowerment comes together with ELF aware teachers and the choice for ELF, then ELF can find a place for itself in various contexts. In this regard, the institutional policies should empower teachers so that they can instruct in a manner that interests students and provides a level of relevancy to their lives and ELF professionals need to provide in-service training for the teachers and start bridging the gap between theory and practice in ELF field. By doing so, more opportunities can be created to see the embodiment of the perspective in classroom practices and transform the traditionally monolithic EFL models of English.

5.5. Summary

This chapter has presented a discussion of the findings of this study by addressing the related research studies. It explained what the researcher has experienced throughout the ELF application and to what extent ELF is applicable in a norm-based context.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter presents the conclusions drawn from the study by giving a summary of the study and its overall findings. It also presents the implications by highlighting their significance for teacher professional development, ELF field, and applied linguistics. Lastly, the chapter presents the limitations of the study as well as recommendations for further studies to be conducted on the topic.

6.2. Summary of the Study and Its Findings

This study was an autoethnographic study that aimed to explore the researcher's experiences in terms of ELF materials development as well as classroom application. In addition, the researcher tried to seek answers for the question of to what extent ELF teaching is applicable in a Turkish norm-based context. In order to realize the aims of the study, the researcher developed ELF materials to be implemented in the elementary classroom and experienced the process first hand. Moreover, the researcher tried to explore the students' and the instructors' views to explore the possibility of ELF applicability. In order to do that, the students were given activity reflection logs after each implementation session. Besides, both students and instructors were interviewed. As the study was autoethnography, the researcher was the main data; the students and instructors were the supporting data.

The research setting was a norm-based preparatory ELT classroom at the elementary level in the Academy of Foreign Languages at a state university in Turkey. In this setting, the classes were dependent on a British publishing coursebook as well as a grammar book which was prepared by the materials development unit. The instructors were weekly sent a pre-prepared syllabus which they were obliged to follow. In this regard, the researcher implemented 13 ELF activities as extracurricular activities. The implementation lasted seven weeks in the fall term and five weeks in the spring term. At the end of each activity, the researcher requested the students to fill a reflection log including four questions that asked for their opinions about the activity: their view about the activity, the positive and negative sides of the activity, and the activity's possible

contribution to a language learner from their viewpoint. By doing so, the researcher aimed to explore students' views about the activity they just engaged in. In the fall term, 30 students participated in the study; however, in the spring term this number decreased to 21 because two students stopped attending the school and seven passed the exemption exam made in February and got the right to start their departments. Semi-structured interviews were conducted with 12 students and 16 instructors on a voluntary basis. The students were asked about their views regarding language teaching in their context, ELF activities, their advantageous and disadvantageous sides, the frequency of such activities in coursebooks, and if they have experienced any change in their perspective about English. The instructors were asked about their opinions regarding language teaching in their context, if they have any time left for any extracurricular activities or not, their ELF and Standard English definition if they have ever heard of them, the perspective they come across in coursebooks, their opinions about ELF materials prepared by the researcher and if they would like to use the activities in their own classes and if so for what reasons. For this study, the data was collected via several tools: a researcher journal, activity reflection logs, developed ELF materials, semi-structured interviews, and audio recordings of the class. As for the analysis of the data, thematic analysis was adopted to interpret, analyze, and report the data. In order to enhance the trustworthiness of the study, strategies such as triangulation, prolonged engagement, peer debriefing, and member checking were employed. Ethics related to qualitative research was taken into consideration throughout the whole process. Thus, the participation was on a voluntary basis and a consent form was given to each participant.

The data revealed several findings that can be given under four main categories: *researcher's experience of ELF materials development, researcher's experience of classroom application, challenges and opportunities for ELF applicability*. The two themes revealed under ELF materials development category were the *challenge of moving from theory to practice* and *time-consumption*. Because there is a gap between theory and practice in ELF field, the researcher was challenged to figure out the precise route to follow in order to develop ELF material. Time consumption of materials development was another hardship of the process as the only source researcher had was the internet. Therefore, searching for appropriate audiovisuals and texts took a very long time. Besides, the materials had to be developed from scratch as the ELF literature has a theory-practice gap. Another reason for time consumption was the necessity to adapt the

sources so that they could not only have suitable content for a classroom environment but also match the proficiency level of the students. As for classroom application, four themes emerged. These were *time constraint*, *students' views of ELF activities* with two subthemes *negative views and positive views, researcher's reflections on ELF materials* with two subthemes *pros of the materials* and *cons of the materials*, and lastly, *researcher's realizations* with four subthemes: *the need for teacher's content knowledge, increase in L1 use in the classroom, ELF teachability,* and *the hardship of creating ELF aware students*. The first theme, time constraint, emerged there was a syllabus given by the institution to be followed by the instructors in their classroom. Therefore, the researcher constantly had to create a time-space for ELF activities. Besides, even within the activity sessions researcher had difficulty in sparing time for some additional sources she would like to show to her students and grating some students' requests related to the ELF topic. As for *students' views of ELF materials*, the findings with regard to the reflection logs revealed that the students' views were mostly positive about the ELF activities although some negative views were voiced in the reflection logs. The positive views were the *activities' informative function, engaging function, contribution to language learning, and affective factors.* The negative views were related to *comprehensibility, speech rate, usefulness,* and *engaging function* of the activities. The researcher also reflected on the activities she prepared after utilizing them in the classroom. As a result of this reflection, five aspects were determined as significant when developing ELF materials, especially for elementary level. These features were exposure quantity which indicates that the varieties the students were exposed to should be kept limited only to a few in each activity, the difficulty level of the sources which indicated that excessive adaptation of the internet sources was necessary, the length of texts/audio-visuals which indicated the need to use of much shorter texts and audio-visuals. The researcher found out that these aspects were the drawbacks of some activities she prepared and this might have caused some students' made some of the negative comments with regard to comprehensibility and engaging function. Two other features were the positive sides which could have affected the students positively: the effect of the content on student engagement and its promoting critical thinking. It was observed that when the content included a topic relevant to students' lives such as Erasmus programmes, funny video content, and songs, students' participation was very high. The other advantageous side of the activities was revealed as their contribution to critical thinking. In this regard, some instances in classroom

talks indicated that ELF activities could be good sources for promoting critical thinking. The final theme regarding the classroom application category was the researcher's realizations during the process of ELF implementation. One of the subthemes emerged was the need for teacher's content knowledge which indicated the requirement for long and intensive in-service training before instructors delve into any ELF implementation. The researcher realized that in-service training was needed because of some unpleasant instances she experienced during the process. For instance, while instructing about Indian English, she highlighted the use of progressive tenses with the non-progressive verbs. However, this was an overgeneralization of specific information which did not always have an equivalent in real life, although it was written in different resources. Hence, the researcher unintentionally stereotyped an English variety due to a lack of experience and knowledge. Another example was the researcher's mistaking when explaining non-native speech features of Japanese English. In this regard, such instances indicated that there is a requirement for in-service training for ELF integration. Another realization was the increase of L1 in the classroom during ELF activities. As the students' proficiency level was low and the sources on the internet had to be adapted, some upper-level expressions and subject-specific vocabulary and sentences ha to be explained in L1. Moreover, the discussions were mostly in L1 as the students were not able to express themselves in English when they wanted to tell an anecdote or opinion. Another subtheme emerged was ELF teachability which was questioned by the researcher with regard to the act of teaching and the vast amount of various ELF features. As there are lots of different ELFs that people use when speaking English, even generalizations under certain nations were difficult to reach as there can be immense differences between them. The final subtheme regarding the researcher's realization was the hardship of creating ELF-aware students, which indicated that the students were informed only to an extent rather than ELF-aware. ELF awareness requires a long time and exposure. As the implementation could only be done with 13 extracurricular activities, the time the students were exposed to EFL was limited. Besides, lack of awareness was also evident in some students' expressions during classroom sessions, interviews, and in reflection logs as the expressions indicated an opposite view to what ELF perspective advocates.

As for the extent of ELF applicability, the first category was revealed as the challenges in ELF applicability with four themes: institutional factors, students profile, instructors' lack of ELF awareness, and the lack of ELF perspective in teaching

materials. Three subthemes emerged for institutional factors: the lack of emphasis on speaking and listening skills in the syllabus, constraints in the classroom, and exams. The findings indicated that speaking and listening were given little importance in the research context and the teaching was mostly grammar oriented. Such educational contexts are not in line with what ELF studies suggest to create EFL awareness as ELF takes spoken interaction into its center. In addition, the instructors were found out to have several constraints: a syllabus to follow and the time constraint as a result of this syllabus. Most of them stated they had limited or no time for additional activities. Therefore, they were not empowered to be in their own element. Such constraint can be challenging for ELF applicability especially when ELF can only be implemented as extracurricular activities. The final subtheme regarding the institutional factors was the exams that have a negative effect on what teachers can and cannot do in the classroom. The negative washback effect of exams could prevent teachers to implement what they would like to as the exams can dominate teaching practices greatly. The second theme revealed as a challenge was the student profile. Some instructors stated that students' motivation could affect teachers' actions in the classroom. In this regard, the implementation of any extracurricular activities was believed to be difficult if the students did not show any interest, which can be a challenge for ELF applicability. In addition to students' motivation, some instructors stated that the ELF activities looked more appropriate for high proficiency levels because of the instructors' priority to give a foundation of standard English first. In this regard, low proficiency levels could be considered a challenge by some for ELF integration, especially for elementary classes. Another theme that emerged for the challenges category was the instructors' lack of ELF awareness. Findings revealed that the majority of the instructors were not ELF aware. Therefore, this could be seen as an impeding factor for ELF applicability in the context and also an indicator of the need for in-service training. The fourth theme emerged as a challenge was the lack of ELF in teaching materials. Data from the interviews with both instructors and students revealed that the majority thought the dominant perspective seen in coursebooks was standard English and ELF activities were not seen in coursebooks. Therefore, this situation could be challenging for ELF applicability as ELT classrooms especially in expanding circle countries are coursebook dependent and teaching practices can be influenced by coursebook they use.

The findings also indicated some opportunities for the ELF application. The themes emerged in this category were instructors' and students' positive views towards

ELF. Findings indicated that although some instructors indicated the implementation of ELF required effort and time, they favoured ELF activities and supported their integration into ELT classes stating several positive views such as providing an interesting and enjoyable lesson, eliminating the feeling of feeling foreign towards the language, breaking the barrier to speak the language, showing effort to speak, becoming more cultured, creating awareness, creating self-confidence, exposing them to differences, creating a realistic class and teaching what exists. As for the students' views, although some stated they experienced difficulty in comprehending some Englishes, they favoured the activities stating several contributions of them such as their being entertaining, contribution to the improvement of especially listening skill, showing the use of English in real-life contexts and being informative, and developing positive attitudes towards English, and learning and speaking it. These positive views can be considered as an important prerequisite for an opportunity for ELF applicability as ELF is context-bound and a matter of choice (Cogo, 2012).

As can be seen from the findings, several challenges with regard to ELF applicability from materials development to implementing them were evident throughout the research process and they outweighed the opportunities in the research setting. In this regard, the theory practice gap should be overcome in the literature, which can be possible by creating ELF materials for different levels of proficiency. Teachers should be able to find such materials online easily, just like any other EFL materials. For sure, integrating ELF into coursebooks also provides a significant opportunity for ELF implementation for teachers functioning in norm-based contexts as the education usually arranged according to the content of the coursebooks utilized. Besides, in-service trainings are also vital for making teachers aware of the perspective and provide them with content knowledge. Institutional constraints which can also be experienced in different educational contexts and pose a challenge for any innovation in classroom practices can also be overcome by granting teachers their empowerment and thus giving them space to be in their own element and letting them be creative designers of the curricula. In this regard, institutional stance is significant in educational contexts.

In my opinion, the most positive outcome of this study could be seen as the effect on students in terms of their witnessing various English uses in the world and being informed about them as well as different cultures at least to some extent, developing a positive attitude towards English, learning and speaking it. I think despite all the challenges, the positive outcome of this ELF integration especially with regard to

students' views showed that opening a space for ELF in our teaching context can be beneficial for our students. Exposing students to the variety of English language use can help them be aware of the fact that there is not one and only English spoken out there. This brings the concept of *my English*, coined by Kohn (2011), which sees learning English as a creative construction carrying the signature of the speaker as it was affected by individual and social factors that are complementary and interacting (Kohn, 2018). As Kohn (2018, p. 4) indicates, the concept of *my English* "…is about developing one's knowledge and skills of linguistic-communicative-communal means of expression (repertoires) and of how these means can be used and adapted in actual communication in order to fulfil one's own communication and community-related performance requirements".

In this regard, I believe exposing students to ELF communication samples and the variety in English use throughout the world can help them become more self-confident with regard to their own English. They can start to embrace the mindset that they are the legitimate owners of it. In educational contexts where all the aspects of language learning and teaching are based on standard English and where EFL teachers conform to its requirements, a reconciliation is suggested between EFL and ELF by embracing an open SE education or open language learning and communication rather than a strict one (Kohn, 2018). Thus, from my point of view, implementing extracurricular activities that aims for exposing students to Englishes of non-natives, helping them noticing the occurring differences and possible reasons underneath, informing them about various cultures and thus helping them develop an understanding as well as tolerance to what is different, and focusing more on accommodation practices and communication strategies throughout the language learning process can be regarded as reflections of an ELF perspective embedded in an ELF context. By doing so, I believe such ELF activities can contribute to learners' ability to use their linguistic repertoires creatively and strategically for mutual intelligibility and to have the ability to adapt different situations and collaborate for negotiation (Kohn, 2018). As indicated by Dewey (2014), successful communication in situations with sociocultural and sociolinguistic diversity, speakers need to have the ability not only to adapt effectively but also to be sensitive to their interlocutors' speech.

As a result, I embrace the stance of reconciliation between ELF and EFL (Kohn, 2015, 2018) rather than seeing the issue as a choice between the two, which I believe is the result of the misconception that ELF is a variety that can be taught. ELF can be seen

as a perspective that emphasises an orientation aiming to teach for ELF communication. Besides, giving place to non-natives and various cultures in the educational contexts can also give us an opportunity to bring about an inclusive and democratic attitude in our approaches of teaching and learning English, which might also enable both teachers and learners to see themselves as the owner of the language and legitimate users of it. This stance can be integrated into EFL contexts, which is also my stance at the end of this study.

6.3. Implications of the Study

The findings of this current study which tried to bridge the theory-practice gap in the ELF field can have several implications in terms of teacher professional development, ELF field, and applied linguistics.

Firstly, the findings show that there is a need for the professional learning of EFL instructors about ELF to become ELF aware. However, there is a lack of in-service training regarding the issue. If ELF is needed to be integrated by instructors who support the perspective, professional training should be provided for them. Such training can be given online so that instructors who have a heavy workload and live in different cities can attend. By doing so, ELF awareness can be built and extended among EFL teachers. The in-service training is needed also because many in-service teachers have already developed their beliefs with regard to their teaching practices as a result of their education and experience. Therefore, it is important to make them aware of new perspectives by helping them question their already existing perspectives and their effect on their current practices in the classroom. Such questioning could also serve them as a necessary step to become transformative intellectuals in their contexts. Moreover, as ELF is context-bound and a matter of choice, the instructors could be aware of their contextual realities in terms of opportunities and limitations in such in-service training.

Secondly, the study revealed that teachers' being empowered was significant in order to implement innovative perspectives and develop in their profession. In this regard, institutional policies should pave the way for teachers' professional development by giving them the empowerment they need to implement innovative perspectives. The instructors need to be given voice in the institutional decision-making processes. When teachers become empowered in their own contexts, then they empower

their students. In this regard, to what extent the institutional policies provide opportunities for instructors as well as students in terms of their educational needs and interests should be re-examined.

Another significant finding of the study is the challenges researcher faced due to the theory-practice gap in the ELF field. This gap results in creating ELF materials from scratch as there are not concrete ELF activity samples for different proficiency levels or clear guidance on how to develop such materials. Therefore, ELF scholars need to overcome this theory-practice gap because this gap creates such a challenge that it can easily make instructors quit ELF implementation right in the beginning. Therefore, this gap should be bridged. An online pool for ELF materials for different proficiency levels can be established with open access. This can make ELF integration rather easier, give inspiration to teachers to create for more activities on their own and speeds up the process for ELF to gain a major foothold in the ELT field.

However, based on the findings of this study, several suggestions can still be put forth for classroom practices. If instructors want to implement ELF in elementary levels as extracurricular activities in coursebook dependent classrooms where time constraints can be faced, one of the suggestions can be focusing on one aspect. This can provide students with exposure to one specific ELF topic for a longer time. For instance, preparing ten-minute activities focusing on just a few specific non-native speech features, presenting only a few accent variety samples, presenting a few communication strategies and their sample uses or demonstrations, preparing very short reading paragraphs about cultures including world cultures as well as students' own local cultures can be teachers' choices for a start to introduce ELF to their elementary level students throughout a term or an education year. The simplicity can be considered as the key factor. By doing so, teachers can also feel more confident about the content knowledge and fight off the time problem. In addition, such activities, especially limited in duration rather than a classroom hour, can provide sustainability in such contexts. In this study, ELF exposure was only limited to in-class practices. However, projects such as establishing social networking groups on the internet where students can interact with others can be planned, if possible. On these platforms, teachers can expose their students to ELF and help them use their Englishes actively outside the classroom, which can also give both instructors and students the additional time they can devote to ELF. The final suggestion for instructors when preparing their ELF materials for elementary classes can be limiting the length of audiovisuals and texts and make them as short as

possible, to include topics that students are interested in, to integrate humor (it should be noted here that instructors need to be careful about not using sources that downgrade or humiliate other nations' Englishes as there are lots of such videos on the net), and to promote critical thinking via one or two questions within the activity. After all, I believe teachers' mottos in such context when implementing ELF need to be "less is more" to overcome the constraints in the classroom, to feel more comfortable with the content, and to provide sustainability in their ELF implementation.

Lastly, because this study was an autoethnography, I believed I had learnt a great deal intellectually and emotionally while I was on my journey from the beginning to the end of the study. At the beginning of my research, I was looking from rose-tinted glasses since I was feeling like a revolutionary teacher before walking that path. However, as I proceeded I realized there were lots of bumps on the road which I could not think about before experiencing. This research has taught me not to take anything for granted. The autoethnographic study gave me the chance to reflect on myself as a person, and my experiences as an instructor, and as a member of a culture and to try to make sense about all of it reminding me that "this is MY experience of the research process" constantly. However, there were times that I felt discomfort when writing about my own inadequacy and incapability. I felt as if it was destroying my self-image in front of others as a teacher and a Ph.D. student. Besides, writing was already a difficult task, and trying to do it in a second language was even harder. However, all these negative aspects also made it my own journey which I revealed *myself* and *my process* to the readers. Therefore, this study gave me the opportunity to share my story with its ups and downs, and it is my hope that it can inspire others to share their own, and thus all these stories can create conversations between researchers, students, educators, and professionals. Doing this autoethnography has been helpful in generating new ways for me and hopefully, it can also be helpful for others on their own path. In this regard, this study has some implications for other similar studies:

- This study reflects only the researcher's journey in a specific context. However, ELF is context-bound, so more researchers in other contexts should conduct autoethnographic research in order to share their own journey. By doing so, the challenges and opportunities of ELF materials development and ELF implementation can be better revealed and the

contexts where ELF applicability is needed, supported, and challenged can be understood.

- Although in this study the lens of instructors and students were included, the views of administration were not included in the study. I did not attempt to get their point of view. However, the school administration is a significant part of school culture because it had an important role in the decision-making process. In this regard, their views should be explored with regard to the topic.
- The views of the instructors were explored with semi-structured interviews in this study. However, these views should also be taken after the materials are also done by these instructors in their own classrooms. They just give their opinions by looking at the activities on paper.
- Students were only given reflection logs during this study. Another method could be participant journals where students write about their opinions and feelings with regard to the process. This could also give the researcher a good basis to see what kind of process participants go through during ELF implementation both mentally, emotionally, and intellectually.

6.4. Limitations of the Study

This study has several limitations and these limitations needed to be identified. First of all, qualitative studies do not allow researchers to generalize nor transfer their findings from their contexts to another. It can be done only to some extent based on the number of similarities of the contexts (Mackey & Gass, 2005). Additionally, this study was autoethnography which is a form of qualitative method. Therefore, it reflects the researchers' journey. The findings might be different if conducted by another researcher due to perceptional differences, personal skills, and abilities, as well as knowledge. Thirdly, because a pre-prepared syllabus had to be followed in the research context, ELF activities could only be implemented as extracurricular activities. This limited the number of activities and thus affected the amount the students' ELF exposure. Last but not the least, the presence of the researcher in the research setting throughout the whole research process may have influenced the data gathered from the supporting participants to an extent.

6.5. Recommendation for Further Studies

As for recommendation for further studies, ELF implementation could be tried out in different proficiency level classrooms and different educational contexts to bridge the theory and practice gap. Besides, studies that focus on ELF materials development for in-class practices need to be conducted for different proficiency levels to give concrete samples for teachers so that by implementing these materials the challenges and benefits could be compared. This can give a clearer vision regarding the applicability of ELF. Creating an open-access online ELF materials pool can be a contributing project especially for classroom applications. In-service teacher education for ELF is lacking in the field. Therefore, such programmes could be developed and given to in-service teachers country-wide. After such training, teachers' perspective and how ELF aware they become can be scrutinized. Also, online in-service training specifically designed for teachers working with different age groups can be beneficial for the field. Besides, analyzing the needs of different age groups can also contribute to in-class practices. Another suggestion can be designing alternative coursebooks for ELT classrooms. This could be another significant area of study for ELF integration with regard to materials development as the current coursebooks have been criticized not to include ELF perspective. By designing alternative ones, teachers can be provided with the sources they need for in-class implementation.

6.6. Summary

This chapter has presented the conclusion by giving a summary of the study and its findings, implications of the study for teacher professional development, ELF field, and applied linguistics. The limitations and recommendations for further studies have also been provided.

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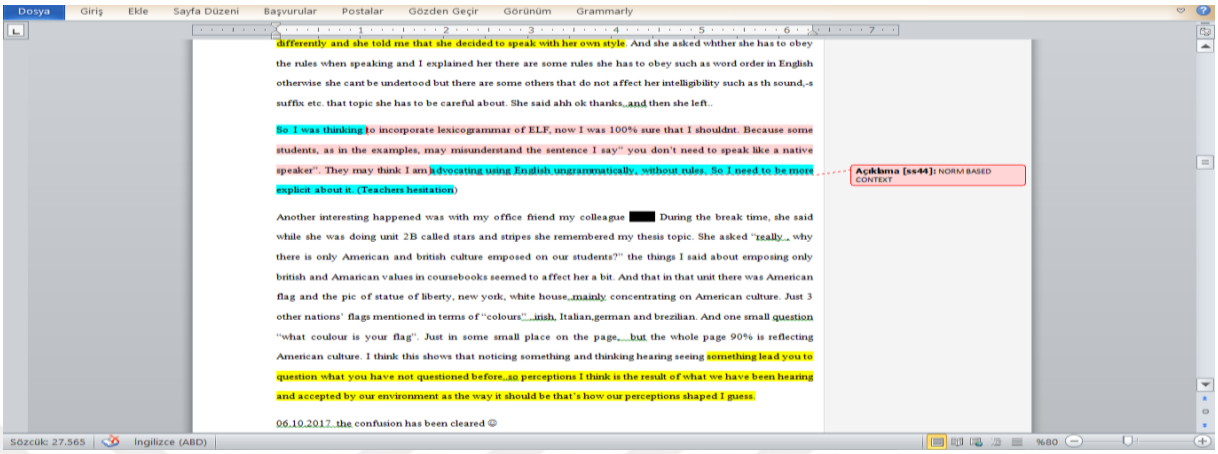
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APPENDICES

Appendix A. Section from Researcher Journal



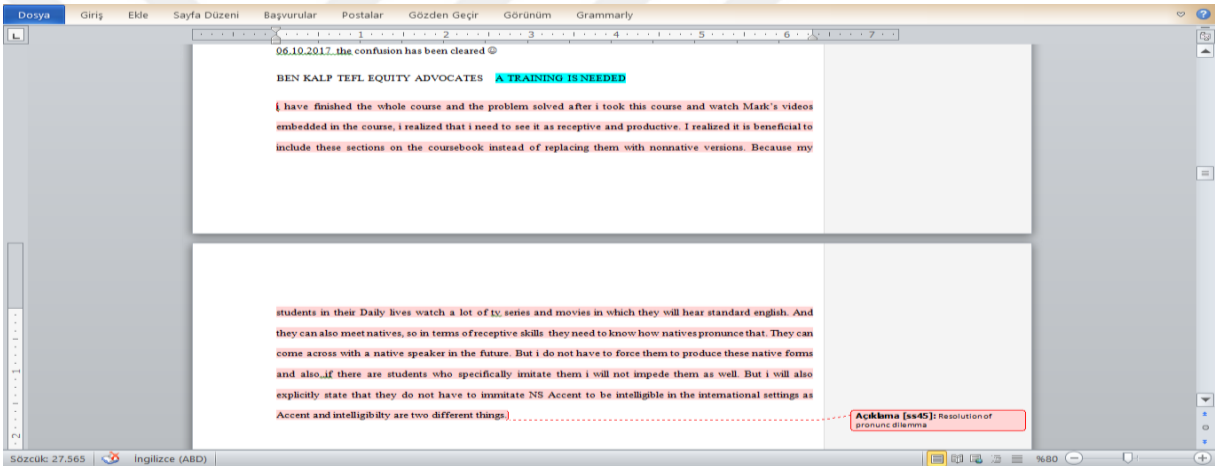
differently and she told me that she decided to speak with her own style. And she asked whther she has to obey the rules when speaking and I explained her there are some rules she has to obey such as word order in English otherwise she cant be undertood but there are some others that do not affect her intelligibility such as th sound,-s suffix etc. that topic she has to be careful about. She said ahh ok thanks, and then she left..

So I was thinking to incorporate lexicogrammar of ELF, now I was 100% sure that I shouldnt. Because some students, as in the examples, may misunderstand the sentence I say" you don't need to speak like a native speaker". They may think I am advocating using English ungrammatically, without rules. So I need to be more explicit about it. (Teachers hesitation)

Açıklama [ss44]: NORM BASED CONTEXT

Another interesting happened was with my office friend my colleague [redacted] During the break time, she said while she was doing unit 2B called stars and stripes she remembered my thesis topic. She asked "really , why there is only American and british culture emposed on our students?" the things I said about emposing only british and Amarican values in coursebooks seemed to affect her a bit. And that in that unit there was American flag and the pic of statue of liberty, new york, white house, mainly concentrating on American culture. Just 3 other nations' flags mentioned in terms of "colours" , irish, Italian,german and brezilian. And one small question "what coulour is your flag". Just in some small place on the page, , but the whole page 90% is reflecting American culture. I think this shows that noticing something and thinking hearing seeing something lead you to question what you have not questioned before, so perceptions I think is the result of what we have been hearing and accepted by our environment as the way it should be that's how our perceptions shaped I guess.

06.10.2017 the confusion has been cleared



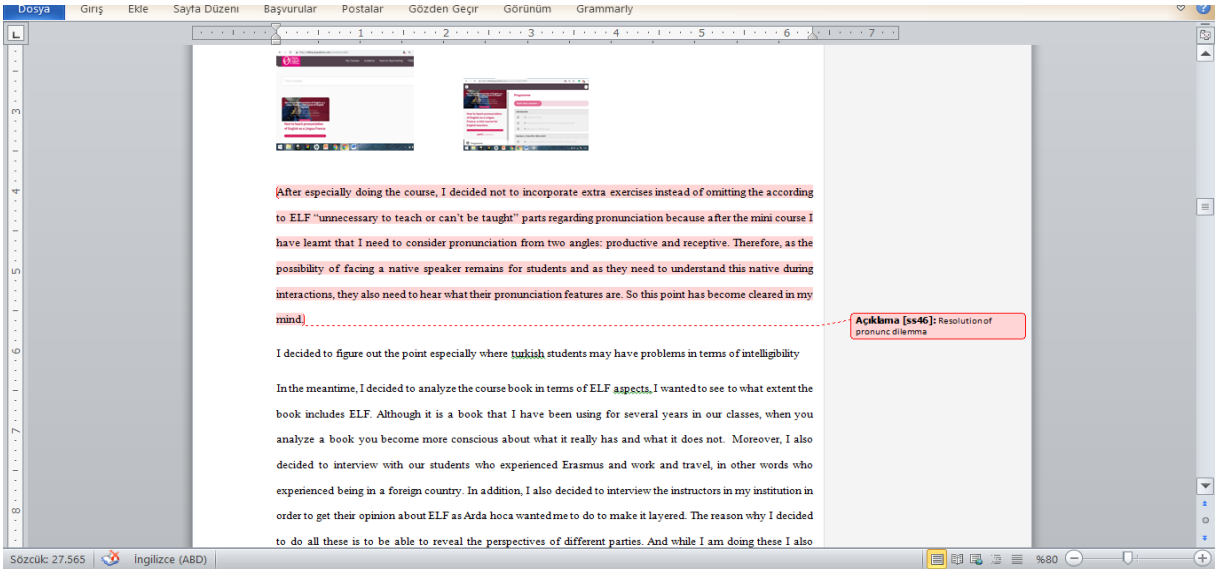
06.10.2017 the confusion has been cleared

BEN KALP TEFL EQUITY ADVOCATES A TRAINING IS NEEDED

i have finished the whole course and the problem solved after i took this course and watch Mark's videos embedded in the course, i realized that i need to see it as receptive and productive. I realized it is beneficial to include these sections on the coursebook instead of replacing them with nonnative versions. Because my

students in their Daily lives watch a lot of tv series and movies in which they will hear standard english. And they can also meet natives, so in terms of receptive skills they need to know how natives pronunce that. They can come across with a native speaker in the future. But i do not have to force them to produce these native forms and also, if there are students who specifically imitate them i will not impede them as well. But i will also explicitly state that they do not have to immitate NS Accent to be intelligible in the international settings as Accent and intelligibilty are two different things.

Açıklama [ss45]: Resolution of pronunc dilemma



After especially doing the course, I decided not to incorporate extra exercises instead of omitting the according to ELF "unnecessary to teach or can't be taught" parts regarding pronunciation because after the mini course I have learnt that I need to consider pronunciation from two angles: productive and receptive. Therefore, as the possibility of facing a native speaker remains for students and as they need to understand this native during interactions, they also need to hear what their pronunciation features are. So this point has become cleared in my mind.

Açıklama [ss46]: Resolution of pronunc dilemma

I decided to figure out the point especially where turkish students may have problems in terms of intelligibility

In the meantime, I decided to analyze the course book in terms of ELF aspects. I wanted to see to what extent the book includes ELF. Although it is a book that I have been using for several years in our classes, when you analyze a book you become more conscious about what it really has and what it does not. Moreover, I also decided to interview with our students who experienced Erasmus and work and travel, in other words who experienced being in a foreign country. In addition, I also decided to interview the instructors in my institution in order to get their opinion about ELF as Arda hoca wanted me to do to make it layered. The reason why I decided to do all these is to be able to reveal the perspectives of different parties. And while I am doing these I also

Appendix B. Interview Questions

Interview Questions For Students:

1. Kurumunuzdaki İngilizce eğitimi ile ilgili ne düşünüyorsunuz?
2. Tecrübe ettiğiniz aktivitelerle ilgili ne düşünüyorsunuz?
3. Bu aktivitelerin size avantaj ve dezavantajları hangi yönde olmuştur?
4. Sizce bu tarz aktivitelerin ders kitaplarında görülme sıklığı nedir?
5. Aktivitelerden sonra İngilizce 'ye bakış açınızda bir fark gözlemlediniz mi?

Interview Questions for Instructors:

1. Kurumdaki İngilizce eğitimi ile ilgiline düşünüyorsunuz?
2. Derslerde destekleyici ya da ekstra aktiviteler yapmak için vaktiniz kalıyor mu? Evet is ne tür aktiviteler yapıyorsunuz?
3. Lingua franca olarak İngilizce ya da ortak dil İngilizce ifadesini daha önce duydunuz mu? Evet ise bu kavramı nasıl tanımlarsınız?
4. Standart İngilizce terimini daha Önce duydunuz mu? Evet ise, bu kavramı nasıl tanımlarsınız?

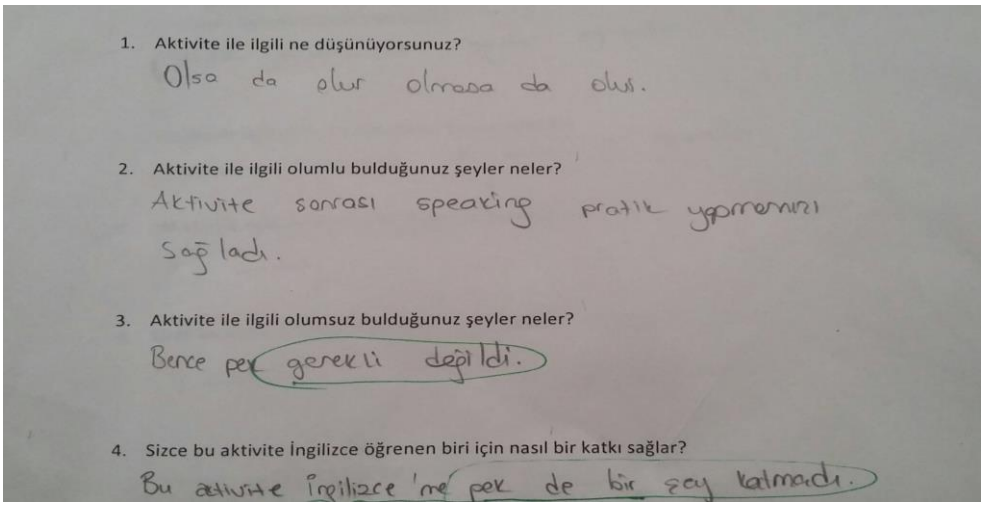
(Araştırmacı sözü geçen terimleri literatüre göre açıklar)

5. Ders kitaplarında hangisine rastlamaktasınız?

(Araştırmacı sınıfta uyguladığı ELF aktivitelerini gösterir)

6. Bu aktivitelerle ilgili düşünceleriniz nelerdir?
7. Bu tarz aktiviteleri derslerinizde kullanmak ister misiniz? Gerekçelerinizi açıklar mısınız?

Appendix C. Samples from Activity Reflection Logs

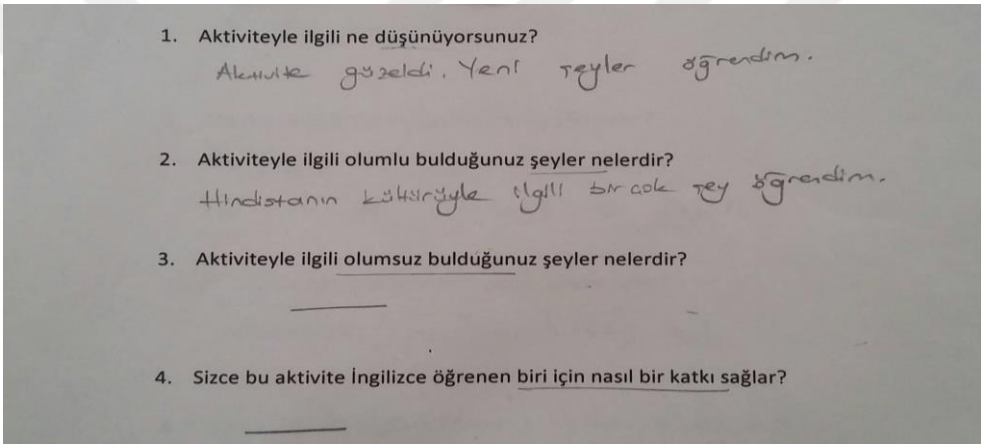


1. Aktivite ile ilgili ne düşünüyorsunuz?
Olsa da olur olmasa da olur.

2. Aktivite ile ilgili olumlu bulduğunuz şeyler neler?
Aktivite sonrası speaking pratik yapmamızı sağladı.

3. Aktivite ile ilgili olumsuz bulduğunuz şeyler neler?
Bence pek gerekli değildi.

4. Sizce bu aktivite İngilizce öğrenen biri için nasıl bir katkı sağlar?
Bu aktivite İngilizce'me pek de bir şey katmadı.

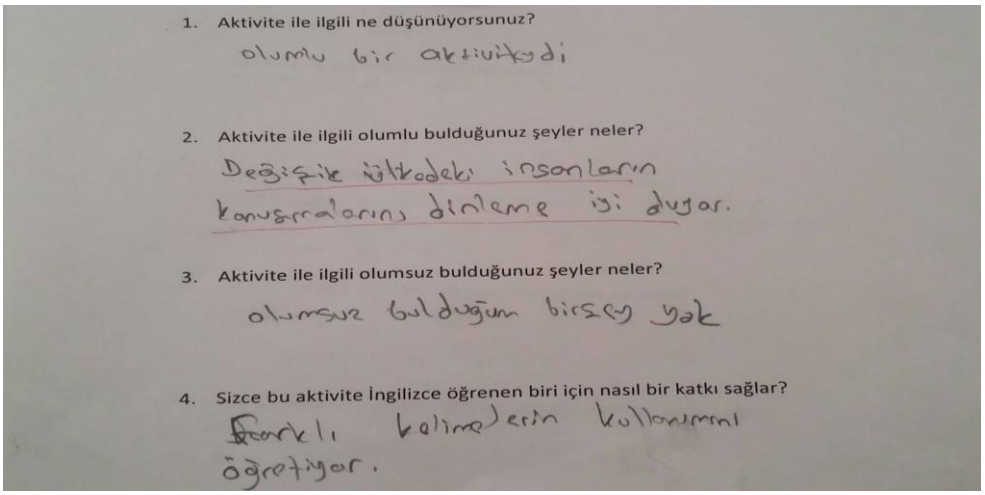


1. Aktiviteyle ilgili ne düşünüyorsunuz?
Aktivite güzeldi. Yeni şeyler öğrendim.

2. Aktiviteyle ilgili olumlu bulduğunuz şeyler nelerdir?
Hindistanın kültürüyle ilgili bir çok şey öğrendim.

3. Aktiviteyle ilgili olumsuz bulduğunuz şeyler nelerdir?
—

4. Sizce bu aktivite İngilizce öğrenen biri için nasıl bir katkı sağlar?
—



1. Aktivite ile ilgili ne düşünüyorsunuz?
olumlu bir aktiviteydi

2. Aktivite ile ilgili olumlu bulduğunuz şeyler neler?
Değişik ülkedeki insanların konuşmalarını dinleme iyi duyar.

3. Aktivite ile ilgili olumsuz bulduğunuz şeyler neler?
olumsuz bulduğum birşey yok

4. Sizce bu aktivite İngilizce öğrenen biri için nasıl bir katkı sağlar?
farklı kelimelerin kullanımını öğretiyor.

Appendix D. ELF Activity Sample

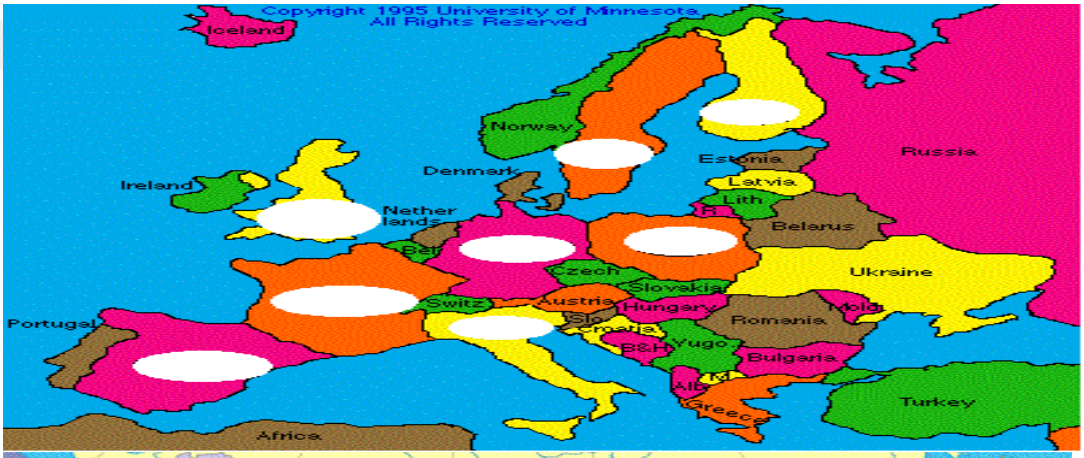
Accents from all around the world

Pre-listening:

1.Can you name some countries you know in Europe and Asia?

2.Do you know anything about these countries? For example; food, musician/band/actor/sports etc.

3.Look at Europe and Asia maps below. Work in pairs and try to write the countries missing in the maps.





*the images were taken from google image

While listening:

Watch the video showing diverse accents of English from all over the world and answer the following questions:

1.Who are they?

2.Where are they?

3.Can you name 5 countries in the video?

4.Watch the Italian girl in the video. Which sound is absent in her speech? How does she pronounce certain words? Is it still intelligible for you?

Post listening:

Watch the video again. Discuss the following questions with the whole class.

1. Do you think the students are confident?
2. Which accent is interesting/funny/unintelligible etc. for you? Why?
3. What do you think about the Turkish guy's accent?

Homework: Go online and search for a non native famous person speaking English. Listen to him/her English. What do you think about it? Bring your sample to the class to share with your friends.

Appendix E. Consent Form for Instructors

You have been asked to participate in a research study conducted by the researcher, Sibel SERT, as her PhD dissertation. The aim of this autoethnography study is to explore researcher's experiences about the application of teaching English as a lingua franca (ELF) in terms of teacher's experiences, classroom applications and students' reactions, and whether teaching ELF is applicable in a Turkish context.

For this reason, I would like to ask some questions to get your opinions about ELF.

This interview is designed to be approximately half an hour in length. Please feel free to expand on the topic or talk about related ideas. Furthermore, if there are any questions, you feel you cannot answer or you do not feel comfortable, feel free to state that manner and we will move on to the next question.

All your responses will be kept confidential and used only for this research. Only the researcher will have access to this information. If you agree, this interview will be recorded.

Participant Agreement

I am aware that my participation in this interview is voluntary. If for any reason, at any time, I wish to stop the interview, I may do so without having to give an explanation. I understand the intent and purpose of this research. I am also aware the data will be used for this investigation.

I would like to use one of the followings:

____ My first name only :

____ My full name:

____ Just a pseudonym:

I have read the above form, and, with the understanding that I can withdraw at any time, and for whatever reason, I consent to participate in the interview.

_____ _____

Participant's signature Date

Interviewer

I have explained the aim of being interviewed to the interviewee and I believe that the interviewee understands the implications of participation.

_____ _____

Interviewer's signature Date

Appendix F. Consent Form for the Students

ARAŞTIRMAYA KATILIM ONAYI

Eğer katılmayı onaylarsam, bu araştırma çalışması ve ona nasıl katılacağım hakkında bilgilenmemi sağlamak için bu formu okumam istenmektedir. Bu formu imzalamak bilgilendiğimi ve onayımı verdiğimi gösterir.

Çalışmanın Amacı:

Bu otoetnografik çalışma doktora tezi olarak araştırmacı Sibel SERT tarafından yürütülmektedir. Araştırmanın amacı, araştırmacının lingua franca olarak İngilizce öğretimi uygulamasını öğretmenin deneyimleri, sınıf uygulamaları, öğrencilerin tepkileri ve İngilizcenin bir lingua franca olarak öğretilmesinin Türkiye'de bir sınıf ortamı bağlamında uygulanabilir olup olmadığı açısından araştırmaktır.

Bu çalışma, bir İngilizce dil öğretmeninin teori ve pratiği birleştirerek Türkiye'de bir sınıf ortamı bağlamında lingua franca olarak uygulanabilmesi için yansıtıcı bir yolculuğu detaylandırdığından, uygulamalı dilbilim ve öğretmen gelişimi alanı için değerli bilgiler sağlayabilir. Lingua franca olarak İngilizce' nin uygulamasına ilişkin ayrıntılı bir sürece sadece öğretmenin bakış açısıyla değil, öğrencilerin tepkileriyle de ışık tutmak, diğer araştırmacılara ve öğretmenlere kendi çalışmalarında ve öğretim uygulamalarında yol gösterebilir.

PROSEDÜRLER: Katılmayı kabul ederek, açık uçlu anketler, röportajlar, yazılı düşünceler, ödevler, ders planları, sınıf içi tartışmalar, uygulama ve röportajların ses / video kayıtları ve araştırmacı günlüğü yoluyla veri toplanmasını kabul ediyorum.

GİZLİLİK: Bu araştırmaya katıldığımdan üretilen yazılı metinlere ve ses / video kayıtlarına yalnızca araştırmacı erişebilecek. İsmim sadece araştırmacı tarafından bilinecek ve konferans sunumları, bildiriler ve makalelerdeki bana yapılan tüm atıflar takma isim olarak kullanılacaktır. İstediğim zaman araştırmadan ayrılma hakkım var; bunu yaparsam, benim ürettiğim tüm yazılı metinler ve göründüğüm kayıtlar imha edilir. Bu formu imzalayarak hiçbir yasal haktan vazgeçmiyorum. İmzalı onay formunun bir kopyası bana verilecektir.

İLETİŞİM Araştırma hakkında daha fazla soru için, aşağıdaki e-posta yoluyla araştırmacı ile iletişime geçebilirim: sibela33@gmail.com

KATILIMCININ ONAYI

Bu Bilgilendirilmiş Onay Formunu okudum. Tüm sorularıma aldığım cevaplar beni tatmin etti. Bu çalışmaya katılmayı gönüllü olarak kabul ediyorum.

Ad Soyad: _____

İmza: _____

Tarih: _____

CURRICULUM VITAE

KİŞİSEL BİLGİLER

Adı Soyadı: Sibel SERT

Doğum Tarihi: 27.10.1978

ÖĞRENİM DURUMU

Derece	Bölüm/Program	Üniversite	Yıl
Lisans	İngiliz Dili Eğitimi	Gazi Üniversitesi	2000
Y. Lisans	İngiliz Dili Eğitimi	Mersin Üniversitesi	2012
Doktora	İngiliz Dili Eğitimi	Çukurova Üniversitesi	2020

Yüksek Lisans Tez Başlığı: A case study on improving reading strategies of Turkish ESP learners

Danışman: YRD. Doç. DR. Şaziye YAMAN

Doktora Tezi Başlığı: Teaching English as a lingua franca in Turkey: An autoethnographic study.

Danışman: Prof. Dr. Yonca Özkan

Görevler:

Görev Unvanı	Görev Yeri	Yıl
Öğretim Görevlisi	Yabancı Diller Yüksekokulu Mersin Üniversitesi	2009-

Eserler:

A. Uluslararası hakemli dergilerde yayınlanan makale:

Sert, S & Özkan, Y. (2018). Implementing ELF-informed activities in an Elementary level English preparatory classroom. *Multicultural Learning and Teaching*. doi: 10.1515/mlt-2018- 0003

Sert, S. & Özkan, Y (2016). Culture Integration into ELT: English Language Instructors' Perceptions and Their Teaching Practices. *International Journal of Language Academy*, 4, 98-110.

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

Sert, S (2010). *The Mental Block. Foreign Language Classroom Anxiety*. The 6th International ELT Research Conference. Conference Proceedings: Current Trends in SLA Research and Language Teaching, İzmir, Turkey.