ELF IN INTERNATIONAL HIGHER EDUCATION INSTITUTIONS IN TURKEY: LEARNER AND INSTRUCTOR PERSPECTIVES

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DECLARATION OF ORIGINALITY

I, Yavuz Kurt, certify that

- I am the sole author of this thesis and that I have fully acknowledged and documented in my thesis all sources of ideas and words, including digital resources, which have been produced or published by another person or institution;
- this thesis contains no material that has been submitted or accepted for a degree or diploma in any other educational institution;
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ABSTRACT

ELF in International Higher Education Institutions in Turkey:

Learner and Instructor Perspectives

This study explores the potential ways of integrating English as a lingua franca (ELF) awareness into the curriculum of English preparatory schools of universities where the medium of instruction is English. ELF awareness consists of fundamental changes in how the English language is conceptualized and the aims of English education are defined. Therefore, in order to investigate the possibilities of merging ELF awareness with the existing English language teaching (ELT) practices, this study has multiple foci including prep school students' attitudes towards ELF and their language learning aims in that respect, prep school instructors' conceptualization of the relationship between ELF and ELT, their ELF-aware teaching preferences in the classroom, and the evaluation of the effectiveness of the process by both groups.

To gather data, the study makes use of - among other things - questionnaires, semi-structured and focus-group interviews, a teacher training module on ELF, classroom observations, and lesson artefacts. While the instructors are involved in teacher training and lesson planning, delivery and evaluation processes, the students are involved in surveys and evaluation of the lessons they attended. A mix of quantitative and qualitative techniques are used to analyze the data.

The findings indicate that the students are aware of the global role the English language plays, and they have various linguistic needs in relation to ELF. Furthermore, the evidence also suggests that the instructors can design ELF-aware lessons using a variety of methods, focusing on various aspects of the ELF concept,

and merging these with different linguistic skills. The critical evaluation of the lessons by the students and the instructors themselves reveals the effective aspects of classroom implementations. Based on the findings, an eight-component blueprint for action is suggested regarding the ELT practices in language prep schools of universities.

ÖZET

Türkiye'deki Uluslararası Yüksek Öğretim Kurumlarında Ortak Dil Olarak İngilizce: Öğrenci ve Öğretmen Perspektifleri

Bu çalışma, eğitim dili İngilizce olan üniversitelerin İngilizce hazırlık okullarının müfredatına ortak dil olarak İngilizce (ODİ) farkındalığını entegre etmenin potansiyel yollarını araştırmaktadır. ODİ farkındalığı, İngilizcenin kavramsallaştırılması ve İngilizce eğitiminin amaçlarının tanımlanması konularında temel değişiklikleri kapsar. Bu nedenle, ODİ farkındalığını mevcut İngilizce eğitimi uygulamalarıyla bağdaştırma olanaklarını araştırmak için bu çalışma, hazırlık okulu öğrencilerinin ODİ'ye yönelik tutumları ve bu bağlamda dil öğrenme amaçları, hazırlık okulu eğitmenlerinin ODİ ve İngilizce eğitimi arasında kurduğu ilişki, eğitmenlerin sınıftaki ODİ farkındalığıyla gerçekleştirdikleri öğretim tercihleri ve sürecin etkinliğinin her iki grup tarafından değerlendirilmesi dahil olmak üzere birden fazla odağa sahiptir.

Bu çalışma, veri toplamak için diğer kaynakların yanı sıra anketlerden, yarı yapılandırılmış ve odak grup görüşmelerinden, ODİ üzerine bir öğretmen eğitimi modülünden, sınıf gözlemlerinden ve derste kullanılan doküman ve materyallerden yararlanmaktadır. Eğitmenler, öğretmen eğitimi ve ders planlama, uygulama ve değerlendirme süreçlerinde yer alırken, öğrenciler anket çalışmasında ve katıldıkları derslerin değerlendirilmesinde yer almıştır. Verileri analiz etmek için nicel ve nitel teknikler karma olarak kullanılmıştır.

Bulgular, öğrencilerin İngilizcenin küresel rolünün farkında olduklarını ve ODİ ile ilgili olarak çeşitli dil ihtiyaçları olduğunu göstermektedir. Ayrıca bulgular, eğitmenlerin ODİ kavramının farklı yönlerine odaklanarak ve bunları farklı dil becerileriyle birleştirerek çeşitli yöntemlerle ODİ'ye duyarlı dersler tasarlayabildiklerini de göstermektedir. Derslerin öğrenciler ve eğitmenler tarafından eleştirel olarak değerlendirilmesi, sınıf içi uygulamaların etkili yönlerini ortaya koymaktadır. Bulgulara dayalı olarak, üniversitelerin dil hazırlık okullarındaki İngilizce eğitimi uygulamalarına ilişkin sekiz bileşenli bir eylem planı önerilmektedir.

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

This study is motivated by the recent developments in higher education (HE) institutions in Turkey. These developments concern i) the soaring numbers of English-medium programs offered in both public and private universities, ii) the increasing number of international students coming to Turkish HE institutions each year, and iii) the changing functions of English language in English medium instruction (EMI) contexts as a result of the first two developments.

Similar to many other contexts around the globe, EMI has gained tremendous popularity in Turkish HE as well. The change has been especially observable in the last two decades, and various motivations behind the rise of EMI, as well as consequences of it, have been documented in the literature (Dearden, 2014; Kırkgöz, 2005, 2009; İnal, Bayyurt & Kerestecioğlu, 2021; Macaro & Akıncıoğlu, 2018). Apart from the complications as a result of adopting English as the medium of education rather than the mother tongue Turkish, the increasingly available EMI has given rise to an unforeseen consequence. To be more precise, it has changed the role of English because the English language has become a common medium for students and staff with different L1s and cultural backgrounds. Although English functions as a lingua franca in many other multilingual contexts, HE is a context where mobility is especially high (Jenkins, 2014). Similarly, the recently rising numbers of students who come to Turkey for tertiary education signify that the English language cannot be perceived as a borrowed property of native speakers (NSs), but a common language among all individuals that constitute HE communities.

However, the multilingual character of HE institutions is often overlooked and students are expected to conform to the norms of a particular group (Doiz, Lasagabaster & Sierra, 2011; Jenkins, 2019). The English language teaching (ELT) practices in the preparatory school divisions of universities in Turkey usually continue an old tradition of following native linguistic and cultural norms. First languages of students and the cultural diversity in EMI environments have largely been ignored, hence prep schools usually fail to offer appropriate language support in order to get students ready for a multilingual and multicultural EMI context (Baker, 2016). Both students and teaching staff are often intuitively restricted by native speakerism, which makes them feel an unnecessary obligation to resemble NSs, and spend a lot of time and effort to this end (Murata & Iino, 2018). Setting NS as the target might even cause backlash, resulting in students' performing poorer (Csizer & Kontra, 2012). Moreover, as Alptekin and Tatar (2011) put it "native-speaker norms of accuracy and appropriacy have become redundant in many contexts of use" (p. 345).

On the other hand, communicative skills to deal with diversity are more important for international students from diverse backgrounds, and therefore, prep schools are more probable to better respond to the needs of students when they realize the kind of skills required in a multilingual EMI context (İnal et al., 2021). Therefore, in academic EMI contexts, how a proficient English user should be defined changes when institutions and language instructors adopt ELF principles as opposed to the norms of a particular NS group (İnal et al., 2021). Within this scope, the current study is situated within the ELF research paradigm, and explores the potential channels of integrating ELF-aware language teaching into what prep school

instructors and administrators think is good practice in the course of preparing students for academic EMI environments (Dewey, 2012).

1.2 Significance of the study

This study contributes to the existing research in the area of ELF and EMI in a number of ways. Its significance roots in the following aspects of the research.

First, most studies have focused on pre-service teachers (Kemaloğlu-Er, 2017; Kaçar & Bayyurt, 2018; Suzuki, 2011; Vettorel & Corrizzato, 2016) and in-service teachers at primary and secondary levels of education (Choi & Liu, 2020; Sifakis & Bayyurt, 2015a). However, this study incorporates language instructors working at tertiary level. English language instructors working in prep schools of universities differ from the others in terms of their teaching purposes because prep school curriculums aim to prepare students for EMI; therefore, instructors in such contexts are supposed to equip students with skills in order to deal with content courses delivered in English. Furthermore, this study's focus on language instructors working at tertiary level is also significant within an EMI research paradigm. To the researcher's knowledge, as opposed to content lecturers in EMI contexts, the research on English language instructors in relation to the increasing use of English as the common medium in academic contexts is scarce (Galloway & Rose, 2021). Therefore, the current study makes an important contribution to the line of EMI research by examining how language instructors respond to the needs of students in an increasingly multilingual EMI context in Turkey.

Second, this study makes an original contribution to the literature by tapping into the actual classroom practices of English language instructors in an attempt to investigate the feasibility of reconciling ELF with the ELT practices at language prep

schools of universities. Although there have been studies that encouraged real classroom practices at primary and secondary levels in Turkey, this is the first time in-class practices at tertiary level were investigated through classroom observations. Although teachers' evaluations of their practices have been reported in various studies, data gathered through direct observation of lessons is non-existent. Therefore, the nature of the data regarding ELF-aware lesson attempts of instructors is unique and valuable.

Third, previous studies that employed ELF-aware teacher education components largely focused on how teacher perspectives were influenced as a result of the education, but did not focus on language learners. Being aware of the necessity of investigating ELF from the learners' perspective, these studies emphasized that future research should tap into learners' reactions to ELF-aware teaching practices (e.g., Bayyurt & Sifakis, 2015a; Kaçar & Bayyurt, 2018). Therefore, for the first time, the current study explored how students received the ELF-aware teaching attempts of their instructors. Furthermore, the data collected from the participant students through focus groups made it possible to compare the thoughts of the students and the instructors regarding the lessons.

Fourth, teacher education studies regarding ELF, world Englishes (WE) or global Englishes (GE) paradigms have usually employed face-to-face (Dewey & Patsko, 2018; Solmaz, 2020) or hybrid modalities (Bayyurt & Sifakis, 2015b; Kemaloğlu-Er, 2017). For the purposes of this study, a completely online education module was constructed in which all the requirements of education were completed via online tools. This signifies how teacher education on ELF can be forged into different modalities and can take practical shapes depending on the contextual needs. This online application is particularly useful for future ELF-aware teacher education

implementations that will be offered to pre-service or in-service teachers who cannot physically come together.

Finally, this study also makes a unique contribution to the existing literature by exploring the attitudes and language learning aims of university students in relation to ELF. The perceived needs of students in academic EMI contexts are critical given that students are getting prepared for a linguistic environment in which they already have a presence with a language learner identity, i.e. they live in a multilingual environment on the campus during pre-faculty language learning process, and at the same time, they receive language support to get ready for EMI content courses where they will be interacting with other ELF users. Therefore, this study aims to capture university students' thoughts about their needs in relation to ELF in an EMI context through both quantitative and qualitative techniques, which has not received any attention in the Turkish context to date.

1.3 Aims and the research questions

The aims of the current study are manifold. First, it aims to understand the stance of university students preparing for EMI towards ELF. Second, it aims to reveal how English language instructors working in prep schools relate ELF to their teaching practices, both at theoretical and practical levels. Next, it aims to explore how instructors evaluate their experiences in relation to the ELF education module they were offered and their experiences of lesson planning and delivery in line with ELF. Finally, it also aims to explore how students evaluate the lessons prepared and delivered by their instructors. Within this scope, the current study will seek answers to the following research questions.

I. To what extent are language learners at higher education institutions aware of ELF, and what are their linguistic aims in this respect?
II. How do instructors conceptualize the relationship between ELF and ELT?
III. In what ways do instructors prefer to incorporate ELF/EIL in their teaching practices after an online ELF training, in terms of
    a. methods,
    b. aspects of ELF, and
    c. skills?
IV. How do instructors evaluate their experiences regarding ELF-aware teaching?
V. How do students receive the lessons prepared by their instructors?

In seeking answers to these research questions, the overall aim of the study is to explore potential ways to integrate ELF principles into the language support that is offered to students as a preparation for EMI content courses.

1.4 Key terms

Until very recently, ELF and EMI have been treated as separate research paradigms. However, the recent developments regarding the increased use of English as the language of education at universities have paved the way for a new theorization of the two paradigms in connection with each other (Jenkins, 2014; Mauranen, 2012; Murata, 2019). Throughout the dissertation, I frequently refer to these two terms and related concepts in order to explain where the study is situated within the existing literature and to develop arguments based on the findings. Therefore, below I clarify what I refer to when I use these key terms in the following chapters.

I mainly subscribe to Seidlhofer's (2011) definition when I use the term ELF, i.e., use of English as a common tongue among speakers with different L1s, which

may include both non-native and native speakers of English. On the other hand, I also acknowledge that ELF is a multilingual practice, and other languages are also involved in the process (Jenkins, 2015a). I think that understanding ELF within multilingualism does not contradict with Seidlhofer's (2011) definition, but rather, adds depth to it.

EMI is used to refer to "use of the English language to teach academic subjects" in territories where English is not the L1 for the majority (Macaro et al., 2018, p.37). The current study particularly focuses on the case of EMI at higher education in the Turkish context. Furthermore, the definition provided here should be confined to the function of English, rather than its form. The kind of English in EMI is problematized throughout the dissertation and is one of the main foci of this study.

The term "world Englishes" (WE) basically refers to the varieties of English that exist in different parts of the world (Bolton, 2006). However, throughout this dissertation, the term "WE" is used to refer to the research paradigm that examines different Englishes from various aspects (Bolton, 2006; Saraceni, 2015). There are frequent references to WE in this thesis because it is largely accepted that WE research paved the way for ELF research, and the two paradigms complete each other with significant overlaps (Jenkins, 2017).

I occasionally use English as an international language (EIL) together with ELF. I should note that I have no intention of making a meaningful distinction between the two terms although some scholars do (see Prodromou, 2007). The main reason for me to use EIL is that some scholars prefer using EIL in order to refer to the mostly same issues that are discussed within ELF paradigm (e.g., Hino, 2018a; Matsuda, 2012, 2017), and most of the time the two terms are used interchangeably.

A more recently preferred term is Global Englishes (GE), and in connection with this, Galloway and Rose's (2015) proposal of Global Englishes Language Teaching (GELT), an inclusive framework that embraces ELF, EIL, WE, and relevant concepts such as translanguaging (Galloway & Rose, 2015, 2018). Within this frame, I use GE to refer to ELF and WE in a collective manner, and GELT to refer to the particular framework suggested by Galloway and Rose (2018).

All in all, although scholars might prefer different terminology in their discussions, such as ELF, EIL, WE or GE, the underpinnings of these concepts have a lot in common in terms of their philosophy and proposals (Bayyurt & Dewey, 2020; Matsuda, 2017).

The word "native" and its antonym "non-native" are also frequently used throughout the dissertation in order to refer to speakers who speak English as their first language or as an additional language. These labels are seen as problematic both in terms of the fuzziness of what they really refer to and also the connotations they carry (Seidlhofer, 2011). However, at least for the time being, there are no widely accepted alternatives to these labels. It should be particularly noted that I do not use the word "non-native" in a derogatory meaning. The reason for preferring these two labels is that they are widely used in the literature and familiar to the majority.

Finally, in line with Sifakis and Bayyurt's (2018) definition (see Section 2.3.3), I use "ELF-aware" as an adjective to refer to attempts of language instructors to prepare and teach lessons based on what they understand from ELF. I realize that "ELF-aware" cannot be a fixed feature of lessons, materials or practices. In relation to this issue, throughout the thesis I also use such expressions as "in line with ELF principles" and "ELF-compatible" in order to refer to the same trait as ELF-aware.

Readers should be aware of the fact that these and similar expressions do not refer to an emerging methodological approach to language teaching at any point throughout the dissertation.

CHAPTER 2

LITERATURE REVIEW

2.1 Conceptualizing ELF

2.1.1 Global spread of English

All around the globe, English has become a prevailing choice for communication for people from different national and cultural backgrounds (Seidlhofer, 2011). Predicting the number of speakers of English is not straightforward and usually is no better than rough estimates (see Crystal, 2003, 2006), because the number of those learning it is always on increase (Jenkins, 2015b). Mark Robson, a member of the executive board at British Council, stated in 2013 that English was spoken reasonably well by about 1.75 billion people, and he predicted the number to increase to two billion by 2020 (Robson, 2013, p. 2). Given that more than a decade ago Crystal (2008) also estimated the number of English speakers to be up to a billion, it can only be higher today. However, one point beyond any doubt is that a clear majority of English speakers today use it for vehicular purposes as a second language, rather than as their mother tongue (Crystal, 2003).

Several reasons have contributed to English becoming a globally spoken language. The two most obvious factors are the colonial activities of the British Empire in the 18th century and afterwards, and the growth of the United States as a political and economic power in the 20th century (Saraceni, 2015). Historically, the English language's dispersal to other lands happened in two waves. The first wave of dispersal was through migration, and English language was brought to America and Australia during the 17th and 18th centuries, while the second wave of dispersal was

through colonialism, which took the language to Asian and African continents in the 18th and 19th centuries (Jenkins, 2015b).

However, a combination of other factors has also been promoting English to become more widespread in the last few decades. For example, in addition to the geographical and historical reasons, Crystal (2003) explains that a number of socio-cultural reasons lie behind the current important role of English, as it has become a key for access to financial gains and higher social status. The author states that the revolution in industry in England, along with other scientific developments in England and the United States during the 1700s and 1800s, enhanced the status of the English language since such developments were produced and printed in English. Therefore, access to knowledge about industrial and scientific developments required learning the language, which also fostered a feeling that English was a language of science, progress, and modernity (Crystal, 2003). He adds that the rise of the United States also significantly promoted English as the language of business, and thereby the language of media, advertising, and broadcast. Increasing global relations has also promoted English as a common medium, this time as a language of international politics, trade, and education. Crystal (2003) sees the whole process of English becoming a global language as a product of a series of fortunate events in history, mainly by coincidence. Others see its current status as a result of deliberate political acts of certain groups of authority promoting the language with imperialistic intentions (Phillipson, 1992; 2012). No matter whether by chance or a result of deliberate politics, it has become an indispensable part of handling things in many domains of life today.

Galloway and Rose (2015) refer to a number of facts that make English global in the real sense, including the special status it is granted in many countries

around the world, its being the language of international politics, broadcasting, aviation, and multinational organizations, as well as its heavy domination on entertainment industry, technology, international business, and educational and scientific activities. Seidlhofer (2011, p. 3) uses the term “unparalleled” to emphasize the extent of English language’s spread, and she goes on to say that there has been no other case where a language has achieved such a “global expansion” and has made its way into many domains of life for many people (p. 3).

Numbers of speakers in the English as a second language (ESL) and English as a foreign language (EFL) groups are far from certain, both because the distinction between the two groups is becoming blurry as a result of global mobility, and the increase in the number of those learning English is radical, therefore inconstant. What is not difficult to observe, though, is that most people make use of English in order to communicate with those from other nations and cultures. Therefore, English is frequently referred to as an international language (English as an International Language), which connotes the function performed by English as a means of communication among different national or cultural groups, rather than an English variety of a sort (Sharifian, 2017). Since people need to communicate to create social relations, global interconnectedness directly brings up the issue of language (Block & Cameron, 2002). However, the relationship between globalization and the English language does not seem straightforward. Globalization might connote how widespread or comprehensive something is, and it is appropriate to say that English is a global language because it is all around the globe and in many areas of life (Mufwene, 2010). However, Mufwene (2010) underlines that the globalization mentioned here should not be confused with uniformity since the historical processes of colonization and globalization have led to more diversification, rather than

homogenization. At this point, what is certain is that particular processes driven by economic and political interests have taken the English language to almost every corner of the world and cherished it. The consequences of such large-scale spread of English are discussed in the next section.

2.1.2 World Englishes

Mauranen (2012), in relation to English, explores the question of how a language is affected as it becomes more widespread, and she explains that languages usually get diversified as more and more groups of people speak them. Similarly, Mufwene (2010) suggests that diversification in an expanding language is only natural, and how English language has evolved in time is a clear example of this. Mufwene (2010) adds that this inclination will remain the same and English will be localized wherever it goes.

One meaning of world Englishes applies to these localized, also referred as new, Englishes around the world (Bolton, 2006). Following the processes which are frequently referred as the "first diaspora" when English was first taken to lands such as America and Australia through migration from Britain, and the "second diaspora" when English was introduced to various parts of Africa and Asia through colonies (Jenkins, 2015b, p. 6), the language has been shaped and adapted to suit the needs of new local contexts, giving rise to new varieties of English. These, for example, include South Africa, Nigeria and Zimbabwe Englishes in Africa, and Indian, Singaporean and Philippine Englishes in Asia (Jenkins, 2015b). Although the criteria to be called a variety of a language is not clear, a certain level of systematic use for a range of functions is seen as necessary to talk about a variety (Bruthiaux, 2003). With the recent global developments, various English varieties with distinctive

features have been increasingly talked about, such as Chinese and Japanese varieties of English, and many others around different parts of the world where English does not have a colonial history. Today it is possible to talk about dozens of varieties of English, apart from the ones spoken as a first language (Jenkins, 2015b). However, the important thing is to notice that English language has been localized and nativized wherever it is taken to, even on different parts of the British Isles and American continent, and the process of diversification will probably continue as English expands its geographical and domain-based use.

Kachru (1985, 1992) suggests that Englishes around the world can be conceived under three circles one within the other. According to this model, at the center lies the Inner Circle which refers to countries that speak English as their first language (e.g. England and the United States). The Outer Circle refers to countries where people speak English as their second language and usually have a colonial history with Britain or America (e.g. Nigeria, India and Philippines). Finally, the Expanding Circle refers to the countries where people speak English as a foreign language, where it has no official status and has been popularized mostly as a result of the recent global developments. Kachru's model has been criticized on various grounds including its being based on national boundaries and politic history rather than sociolinguistic realities, and its over-simplistic approach that fails to make a distinction between speakers in terms of communicative competence (Bruthiaux, 2003). Moreover, the situation in some countries today does not neatly fit into this three-way categorization, leaving the distinction between the categories unclear (Jenkins, 2015b). The three-circle categorization also seems to overlook speakers who use English as a lingua franca (Jenkins, 2015b).

Although Kachru's three-circle model (1985, 1992) has been the most popular one when categorizing Englishes, it is not the only one that has been proposed to date. Modiano (1999) also suggested a model that puts competent speakers of international English in the center. He, then, pictures five outer groups of speakers positioned around this center. These groups involve the American, British, other large L1 varieties such as the Australian, other regional varieties, and foreign varieties (Modiano, 1999). Although being competent in international communication is seen central in this model, Jenkins (2015b) states that it is not easy to decide who are those speakers in the center.

For similar concerns, Schneider (2007) proposes what he calls *the Dynamic Model* in an attempt to explain how similar the fundamental operations that have given rise to different examples of postcolonial Englishes are. He explains that post-colonial varieties of English are indeed "identity-driven" processes in which people create shared linguistic features in order to differentiate themselves from the outsiders (p. 30). These processes comprise five stages which are as follows: "Foundation" (when the settlers first introduce English to the new context), "Exonormative stabilization" (when local elements start to make their way into colonizer English, a process which mainly consists of, but not limited to, lexical elements), "Nativization" (when settler and local cultures and languages mix at a deeper level beyond borrowing words, for example new phrases, new prepositional usages, and morphosyntactic variations), "Endonormative stabilization" (when the new variety becomes independent from the variety that was initially brought, and becomes internally stable at a certain level), and "Differentiation" (when linguistic differences emerge within the community such as in terms regions or membership to certain social groups) at the final stage (Schneider, 2007, pp. 33-55).

Another scholar, Mahboob (2014), conceptualizes variation in the use of Englishes in terms of variations on a number of dimensions. These dimensions are mode, users and uses, each of which is represented as a continuum by the author. According to this model, changes across Englishes could be explained by situating where variations stand on these three continuums. For example, for the "user" continuum, the social relationship between language users influence the preference between more locally or globally accepted forms; for "use" continuum, the purpose of communication is what causes variation (i.e. how much specialization is needed); and finally, for the "mode" continuum, the channel (i.e. written, spoken or both) becomes important (pp. 259-262).

All these models that aim to explain why, how and in which ways Englishes vary have made critical contributions to our understanding of WE. Nevertheless, Kachru's model has been the predominantly referred one in WE literature due to its simplicity, and I will occasionally use the three circles terminology in order to refer to the groups of Englishes explained above.

Apart from different varieties of English, the term world Englishes (WE) also refers to a large area of study (Bolton, 2006). Cogo (2012, p. 97), for example, explains that WE is a research area investigating "nativized varieties of English" in terms of linguistic characteristics. Saraceni (2015) also mentions WE as an area of research that focuses on varieties of English which have mostly arisen under the British influence in the last two to three centuries. Bolton (2006) explains that the meaning of WE also extends to various approaches for researching Englishes around the world, for example corpus-based studies or discourse studies, which is beyond the identification and examination of geographical varieties of English.

For over four decades, empirical research and theoretical discussions in the area of WE have spanned various aspects of Englishes, for example linguistic features (e.g., Deterding & Sharbawi, 2013; Jenkins, 2015b; Kortmann, 2010; Ling, 2010; Sedlatschek, 2009), concerns for intelligibility (e.g., Bayyurt, 2018; Hansen-Edwards, Zampini & Cunningham, 2018; Nelson, 2011), pragmatic strategies (e.g., Sharifian, 2010; Ouafeu, 2006), and identity and politics (e.g., Bhatt, 2010; Kachru, 2006). Moreover, the future of Englishes has also become an interesting topic of discussion under the influence of international economic, political and linguistic trends (Pennycook, 2010). Another line of research studying the English language, on the other hand, has focused on its lingua franca status. Therefore, ELF is addressed in the next session.

2.1.3 English as a lingua franca

The beginnings of ELF research can be traced back to the WE research framework, which advocated for the legitimacy of the post-colonial varieties of English, as initial ELF researchers were influenced by the ideas of WE researchers (Kachru, 1983; Smith, 1983). During these early stages of ELF, or *ELF 1* as Jenkins (2015a, 2017) labels it, it was believed that the lingua franca uses of English in intercultural contexts could be codified as distinct varieties. As Widdowson (2018) states, the WE researchers were engaged in studying the characteristics of different varieties of English with community specific idiosyncrasies. With a similar endeavor, early ELF researchers discussed the possibility of describing and legitimizing ELF varieties. For example, Jenkins (2004) notes “if ELF is ever to achieve widespread acceptance as a variety of English alongside native English, these descriptions will need to be completed and then codified in dictionaries and grammar reference books” (p. 9). In

a similar line, Cogo (2008) states that research in ELF is concerned with delineating "the ELF features/strategies that are common to all ELF users *and* the local features/strategies that characterise distinct ELF varieties" (p. 59, emphasis original). Some early empirical research focusing on common linguistic features of English used in intercultural encounters also reflects this approach to ELF (e.g., Seidlhofer, 2004).

Although, as Jenkins (2017) points out, there is a common ideology between ELF and WE paradigms, what we understand from ELF has evolved over time. Following the initial approaches to ELF as a variety of some sort, Jenkins (2015a) suggests that the variable and fluid nature of ELF interactions became more pronounced, and she refers to this conceptual change as *ELF 2*, which was a stage where researchers abandoned the idea of studying ELF like a variety of English. Recently, Jenkins (2015a; 2017) has offered a reconceptualization of ELF (*ELF 3* as she labels it), prioritizing the multilingual nature of ELF interactions and moving away from fixed "shared repertoires" understanding in ELF interactions to "repertoires in flux" which are negotiated transiently (2015a, p. 76).

At present, well-established definitions of ELF refer to its intermediary function for speakers with different L1s, irrespective of whether they use it as a first, second or foreign language. Jenkins (2009, p. 200), for example, states that ELF is "the common language of choice, among speakers who come from different linguacultural backgrounds." Similarly, Seidlhofer (2011, p. 7) defines it 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." Likewise, Mauranen, (2017, p. 8) also notes that ELF is "a contact language between speakers or speaker groups when at least one of them uses it as a second language." On the other hand, in

line with her recent ELF 3 conceptualization, Jenkins (2015a) proposes an *English as a multilingua franca* concept, underlining the involvement of languages other than English in intercultural encounters. She explains that the concept should be understood as "[m]ultilingual communication in which English is available as a contact language of choice, but is not necessarily chosen" (Jenkins, 2015a, p. 73). As also mentioned above, the global validity and prevalence of English is exceptional and historically unrivaled (Matsuda, 2012; Seidlhofer, 2011, 2017). Therefore, unsurprisingly, speakers of English as an additional language far outnumber those speaking it as their first language (Crystal, 2003, 2006). Given that English is mostly used as a lingua franca among people with different cultures and L1s, ELF researchers question whether insisting on native speaker norms is necessary or even helpful (Jenkins, 2009; Seidlhofer, 2001, 2011). The rationale behind ELF theory is particularly critical about an idealized subset of English speakers providing norms for the rest and majority of English users who are usually successful communicators in their own right and with their unique resources (Seidlhofer, 2018). Furthermore, accepting the fact that English has become global mandates global ownership of the language, and this means anyone using it has a voice in it (Crystal, 2003; Widdowson, 1994). Users of ELF are culturally and linguistically diverse, which makes ELF a multilingual practice, and multilingualism a resource for international communication (Canagarajah, 2007). Canagarajah (2007) suggests that speakers in an ELF context adjust their language situationally according to other speakers for optimal intelligibility, hence the practice is fluid and depends on the communicative purposes.

The empirical and theoretical studies concerning ELF have gained momentum in the last two decades and extended over a range of areas. While some

of these have approached ELF from linguistic aspects such as pronunciation (Gardiner & Deterding, 2018; Jenkins, 2000), lexicogrammar (Seidlhofer, 2004) and communication strategies (Björkman, 2014; Kirkpatrick, 2007), others have focused on issues related to the pedagogy of English, such as teachers' awareness (Blair, 2015; Dewey, 2012, 2015a, 2015b; Sifakis & Fay, 2011), teaching practices (Honna, 2012; Kirkpatrick, 2012; Pullin, 2015; Rose & Montakantiwong, 2018), and teacher education (Bayyurt & Sifakis, 2015a, 2015b, 2017; Dewey & Patsko, 2017; Kemaloğlu-Er, 2017; Lopriore & Vettorel, 2015; Sifakis, 2007, 2014; Vettorel, 2016). Furthermore, the theorization and conceptual development of ELF in relation to the recent sociolinguistic discussions, such as multilingualism and multicultural competence (e.g., Baker, 2009; Canagarajah, 2007; House, 2003; Jenkins, 2015a, 2017) have continued hitherto without slowing down. An overview of ELF research with a particular focus on pedagogic issues is addressed in the following section.

2.2 Research into ELF

As aforementioned, research into ELF is multifaceted. Among the many aspects from which the ELF paradigm has been studied to date, English language pedagogy is of particular relevance for the current study; therefore, this section provides an overview of the studies associated with the implications of ELF on ELT.

2.2.1 Overview

Discussions of how ELF understanding could change mainstream ELT practices have proliferated with various ELF corpora initiated in 2000s. Such corpora have documented various features of ELF interactions and how these features do not necessarily comply with native speaker norms. An initial example is the Vienna-

Oxford International Corpus of English (VOICE) (Seidlhofer, 2001, 2004), which has been used as a data source by several studies examining ELF interactions. These studies, for example, have focused on the use of idioms (Pitzl, 2012) and variation in word classes (Osimk-Teasdale, 2014) in ELF interactions. Asian Corpus of English (ACE) is another example of such corpora (Kirkpatrick, 2010). Based on ACE, for example, Deterding (2012) examines misunderstandings and how they relate to communication breakdowns in the Asian context, and Gu, Patkin and Kirkpatrick (2014) investigate how identities are constructed during ELF interactions. Another such corpus was initiated by Mauranen (2003, 2012) with language samples in academic ELF settings, i.e. English as a Lingua Franca in the Academia (ELFA). Based on the ELFA corpus, for example, Mauranen (2010) found that interlocutor-oriented communication strategies were frequently used in academic ELF settings. Such corpus-based research indicates that the lingua franca uses of English are contextually shaped and can be empirically examined from linguistic and social aspects. From a pedagogical point of view, such research regarding how English is used in various contexts might have different implications on teaching of English. However, all these usually revolve around a primary concern which is raising an awareness of ELF among teachers and learners of English.

Awareness of ELF has been emphasized because there has been an obvious incompatibility between how English is used globally and the dominating ELT practices, including assessment and teaching materials (Jenkins, 2012). Although ELF has increasingly become an issue of concern and questioning in ELT circles, the actual practices have not changed and continued to follow NS norms (Seidlhofer, 2011). After almost a decade, Bayyurt and Dewey (2020) rearticulate the same point regarding how ELF research has not effectively penetrated into practice. This

situation was once again justified by a recent international research on ELT materials. Guerra et al. (2020), in their examination of textbooks widely used in Portugal and Turkey, revealed that although ELF was acknowledged in some textbooks, the NS models were usually tightly followed as a model.

Nevertheless, increasingly more researchers have made valuable contributions to our understanding of the implications of ELF on ELT (Bayyurt & Dewey, 2020; Jenkins, 2006a, 2012; Lee McKay, 2012, Seidlhofer, 2011; Sifakis, 2007, 2014). Jenkins, Cogo and Dewey (2011) state that ELF implications in teaching concern a number of important domains, such as planning, materials and testing, and an ELF understanding in ELT is largely about creating an awareness about the fluidity of English language, rather than prescribing what to teach. Bayyurt and Dewey (2020) also suggest that ELT teachers need to have an understanding of ELF, which then can pave the way to put more emphasis on communicative features of English instead of linguistic forms. The authors emphasize that, via an ELF-aware approach, how ELF users manage to communicate efficiently using particular means and strategies can be made available as a resource for ELT. They also add that there is not any simple guideline about practicing ELF-aware teaching (Bayyurt & Dewey, 2020).

This brings us to another line of research on ELF and ELT interface, i.e. communication strategies. Previous research has shown us what kind of strategies ELF users resort to for successful communication. Mauranen (2006), for instance, examined academic spoken language data from ELFA corpus with a focus on misunderstandings. The researcher reports that i) misunderstandings between speakers from various national backgrounds in academic settings were less frequent than expected and they stemmed from mostly pragmatic reasons, ii) speakers made

use of a series of proactive strategies to prevent misunderstandings, such as confirmation checks in which participants aimed to safeguard correct understanding, interactive repairs in which the participants jointly repaired expressions, and self-repairs in which speakers reworded their own expression in order to ensure understanding. Similarly, Björkman's (2014) study focused on communication strategies used in an international higher education context based on data gathered during group discussions in content courses. The researcher conceives the observed communication strategies under "self-initiated" and "other-initiated" categories. Among the frequently observed self-initiated strategies, for example, were comprehension checks and making the message more explicit by paraphrasing and repeating. On the other hand, most frequently employed other-initiated strategies were clarification requests and confirmation checks in the form of questions, paraphrasing and repetition (Björkman, 2014). Other studies also revealed similar kinds of communication strategies in ELF contexts (e.g., Kennedy, 2017). Both Mauranen (2006) and Björkman (2014) emphasize the cooperative nature of ELF interactions in which participants are supportive towards each other and take preventive measures against communication breakdowns.

Regarding ELF and ELT relationship, a further focus of research that has recently gained momentum concerns methodological issues. Such studies have explored potential ways, methods or strategies of integrating ELF into ELT. For example, Hino and Oda (2015) discuss five different ways of adopting an international perspective when teaching English. These are, as the researchers explain, providing learners information about ELF/EIL, designing role-play activities in which learners assume roles of various English-speaking characters, exposing learners to different varieties of English, integrating ELF/EIL when teaching a

content, and getting learners to participate in real ELF/EIL communication (Hino & Oda, 2015, p. 36). Although this model provides methodological cues to integrate ELF into ELT, these five ways cannot be conceived as truly methods per se, but rather more of a strategy framework to integrate ELF in English teaching.

Another suggestion was voiced by Hüttner (2018) who proposes that Content and Language Integrated Learning (CLIL) might create favorable conditions for ELF-aware teaching because language has a practical intermediary role to achieve learning of the content. This is indeed very much in the same line with what Hino and Oda (2015) suggest as integrating EIL through content teaching. Yalçın, Bayyurt and Alahdab (2020) explore this kind of relationship between ELF and CLIL, and how it might relate to teacher perceptions of the English language and their own language use. The researchers report that CLIL enabled teachers to be more confident with their linguistic skills in English and to see themselves as legitimate users of English. The participant teachers in this study also reported that learners focused more on content rather than grammatical rules in CLIL lessons (Yalçın et al., 2020). Another study that investigated ELF from a methodological perspective is by Kordia (2020) who explores how task-based language teaching (TBLT) might be put to use for an ELF-aware approach. The researcher presents an example task-based lesson to showcase how learners might be encouraged to be users of English and communicate for functional purposes while strategically adapting their linguistic resources to complete the task (Kordia, 2020). The propositions of CLIL and TBLT as useful methods to adopt an ELF-aware approach seem to share the same underlying principles which are i) opportunities for learners to communicate for practical and real purposes, ii) not worrying about using English in accordance with

NS models, and iii) raising awareness of teachers and learners about their own language use.

The next issue concerns assessment which is undoubtedly a huge deal in ELT. One of the most influential publications on the place of ELF in assessment practices is by Jenkins (2006b). Jenkins suggests that examination boards should take into account global use of English as the research makes it available, and should not impose penalty on frequently used and otherwise intelligible forms just because they are produced by NNSs and do not conform to NS standards (Jenkins, 2006b). Similar ideas are echoed by Shohamy (2019) who questions established understandings of language characterized by static rules and correctness as opposed to dynamism and hybridity, and approaches the testing issue from a critical perspective. A number of studies examined how different varieties and accents are linked to intelligibility in listening tasks (Abetwickrama, 2013; Edwards et. al., 2018). Based on ELF premises, recently, Newbold (2015) reports attempts to devise ELF-informed assessment components based on needs analyses to evaluate English competences of incoming students at European higher education institutions. The component is reported to be based on the frequent tasks that students are supposed to do in their academic context, and the initial versions of it included reading and speaking tasks (Newbold, 2015). Newbold (2018) suggests that ELF-aware tests need to reflect the nature of real ELF interactions, with components capturing receptive and productive skills required in such contexts.

A final issue of intensive discussion at the merge of ELF and ELT has been a mostly political one and relates to the various ways of discrimination between NNS and NS English teachers. NNS teachers often find themselves disadvantaged when compared to NS teachers in their professional pursuits (Medgyes, 2001). The

discrimination against NNS teachers is usually based on their perceived linguistic competences in English, which indeed can be considered as an extension or another form of "native speakerism" (Holliday, 2006). Llurda (2004) notes that most NNS English teachers themselves are not aware that they are legitimate users of EIL, instead they tend to consider themselves as imperfect speakers of a native variety. Discriminatory attitudes towards ELT teachers based on their L1 have long been criticized. Medgyes (2001) explores why NNS English teachers have their own advantages and could be equally successful in their profession as NS teachers. The researcher explains that NNS teachers could pose good learner models thanks to their own learning experiences, they have the advantage of sharing an L1 with learners, they have higher awareness of English, they are more aware of what kind of difficulties to expect and better know how to dealt with them (Medgyes, 2001). Similarly, Llurda (2004) emphasizes that NNS English teachers could provide better guidance in the course of becoming multilingual speakers. While some researchers have focused on the strengths of NNS teachers, recently some scholars have critically approached the binary dichotomies and discourses to discuss and problematize NS versus NNS, suggesting that such dichotomy reduces the complexity of teacher experiences to uniform episodes, therefore, the processes of marginalization or dignifying need to be intricately addressed in their contexts (Rudolph, Selvi & Yazan, 2015).

It is possible to mention numerous other issues regarding ELF and ELT connection, but addressing each of them is beyond the scope of this dissertation. The implications of the increasing amount of research on ELF-aware language teaching in Europe and elsewhere has been lately gaining currency in ELT (Guerra & Bayyurt, 2019). Researchers call for a reconsideration of established ELT practices,

and suggest preparing learners for real life contexts where English serves as a lingua franca. For example, Seidlhofer and Widdowson (2018, 2020), adopting a communicative approach, claim that teaching of English should not be based on imitation of NSs, but rather equipping learners with skills for effective lingua franca communication. This involves drawing on any kind of linguistic resources one might have, irrespective of their compliance with a native variety (Seidlhofer & Widdowson, 2018). Therefore, ELF-aware language pedagogy is about developing communicative competences to use one's resources adaptively, rather than teaching and learning particular features of a model variety (Seidlhofer & Widdowson, 2020).

By now, it must have become clear that teachers play a key role in introducing ELF understanding in ELT and raise the awareness of learners regarding ELF. Teachers' role as agents of change has been emphasized several times by various authors (Bayyurt & Sifakis, 2015a, 2017; Dewey, 2012, 2015a; Jenkins et al., 2011). For example, Bayyurt and Sifakis (2015a) emphasize that new fundamental changes in teaching English need to be first filtered in the minds of teachers before they can actually take place. Jenkins et al. (2011) state that raising awareness of variability in English among teachers and students is a precondition to make progress towards ELF-aware language teaching. Dewey (2012) suggests what teachers already know about and understand from ELF should be taken into account to achieve any inclination towards ELF in ELT by way of educators. Dewey (2015a) notes that the ELF research has produced a scientific background based on which it is possible for teachers to develop their own teaching guidelines. Obviously, the current state of teachers and learners in relation to ELF is crucial in fully understanding their level of awareness of the phenomena and planning any action based on that. Therefore, the next section explores this topic.

2.2.2 Awareness of ELF among teachers and learners

Llurda, Bayyurt and Sifakis (2018, p. 159) explain that, for educators and learners, we can conceive awareness of ELF as "ELF *literacy*" (emphasis original), and they emphasize that awareness of the lingua franca status of English is essential in English language pedagogy. ELF awareness is, then, more about gaining a new understanding under the light of the recent developments regarding English and the associated empirical research on teaching and learning.

Sifakis (2019) discusses ELF awareness as being composed of three main components. He explains that the concept refers to being aware of i) "language and language use", ii) "instructional practice", and iii) "learning" (p. 291). The first component relates to getting aware of the linguistic and cultural features that separate ELF, its use and motives from native varieties of English. The second one comprises an awareness of conscious and unconscious choices of teachers in their practices, as well as beliefs and attitudes related to practice. The final component, on the other hand, concerns understanding what lingua franca use of English means and what its consequences are for learning and learners.

The studies that have explored how aware teachers or learners are of ELF usually employ questionnaire and interview techniques. A selection of such studies that are highly relevant to the current study are presented below.

Csizer and Kontra (2012) reported results from a survey study conducted in the Hungarian higher education context. The researchers investigated the views of learners on a number of measures including ELF, English as a native language and English for specific purposes, and they examined how these might be related to learners' beliefs about and learning aims regarding English. Each of the variables were represented by a number of Likert-type items. The researchers found that,

although all variables had a significant influence on learners' beliefs and learning aims, the influence of their inclination towards native English was stronger than ELF. The results further indicated that learners conceived ELF and English as a native language as separate notions, and that they associated English for specific purposes with native English, rather than ELF (Csizer & Kontra, 2012).

Tsou and Chen (2014) explored views regarding ELF in the Taiwanese higher education context with a large-scale study that incorporated 1965 undergraduate level students who were taking classes to learn English and a further 97 graduate level MBA students who were mostly composed of international students and were receiving education in English. As far as the authors inform, the national educational policy in Taiwan aims to internationalize higher education institutions, therefore, English medium education is actively encouraged in the country. The researchers employed surveys and interviews to tap into their participants' views regarding English varieties. The results revealed that the undergraduate students who were learning English as a foreign language were familiar with varieties of English; however, they thought they needed a standard for education, which, for most of them, referred to British and American varieties. Furthermore, this group prioritized intelligibility over accuracy, but they did not approve the use of widely-used local English phrases for international communication. Similarly, the graduate students, who were indeed using English as a lingua franca, were aware of the existence of English varieties and they even had egalitarian attitudes towards its ownership. Moreover, also for this second group, being intelligible came before being correct. Similar to the first group (but to a lesser extent), they also advocated for standard models for teaching. On the other hand, the ELF group also displayed an appreciation of pragmatic strategies for effective communication, which, for

instance, included friendliness, helpfulness and using simpler forms of language. The authors drew attention to the importance of raising intercultural awareness and ELF awareness of students (Tsou & Chen, 2014).

Sung (2014a) reported the views of four EMI students in a HE institution in Hong Kong regarding how they wished to display their identities and how they wanted to sound during ELF interactions. In another study Sung (2014b) showed how individuals might prefer to display hybrid forms of identity during ELF interactions, changing between local and global, or a combination of them. In the study reported here, the participants were described as routinely getting involved in ELF interactions and defining themselves as having a willingness to be global citizens (2014a). Results from interview data indicated that the participants understood quite different things from having a global identity. While two of the participants identified globality with a form of international identity that went beyond local characteristics of a person, the other two participants did not see being a global citizen and having local characteristics as mutually exclusive things. Therefore, while two of the participants did not want to show their local identities in ELF interactions, the other two did not see any harm in that. When talking about local and global identities, the author mostly referred to being identified with a local culture or not. The disposition of the participants towards various accents of English was also reported in the study. It was revealed that the participants had different aspirations in terms of accent. Two of them expressed that they wanted to have a NS accent, but they did not specify any nation related to this. Rather, one told that his/her accent should not be too regional, and the other one told that it should somehow still reflect his/her mother tongue. The remaining two participants, on the other hand, wanted to keep their local ways of speaking English because they did not

see it as a drawback to become global persons. According to Sung (2014a), the fact that the students did not aspire to master a particular NS variety showed that they did not see it necessary to become a global citizen.

In relation to the same issue, Sung (2016) also investigated the attitudes of HE students with Cantonese L1 towards being exposed to different varieties of English. The researcher made use of data from 318 students through surveys and 28 students through semi-structured interviews. All of the participants were reported to have high levels of English proficiency. Based on the interviews, the researcher reported that the participants saw exposure to different accents as both advantageous and disadvantageous at the same time. Among the pros, for example, the students counted the importance of being familiar with various English accents because it was a real need for them and the individual interest in discovering accents of different L1 backgrounds. There were more reasons counted as cons by the participants. Among these, for example, they mentioned their dispreference towards particular NNS accents such as Philippine English. Other reasons involved exposure to NNS accent's potential bad influence on their language learning, their preference for a standard model for learning, the small possibility of interacting with individuals from various L1 backgrounds, and the fact that it was not really necessary to hear different accents when learning. Based on the survey data, on the other hand, the researcher reported that about 83% of the students appreciated the importance of being exposed to various NNS accents along with NS accents when learning English. However, fewer participants (38%) seemed to agree that students needed to hear NNS accents other than the local Hong Kong. Furthermore, about 55% of the participants thought it was not difficult to follow different NS or NNS accents and 74% thought that a NS variety was appropriate for teaching. The author remarked that the students seemed

to be aware of the benefit of exposure to different NS and NNS accents, but for learning, they usually preferred NS norms. He drew attention to how learner preferences might go against what had been suggested by ELF researchers (Sung, 2016).

Galloway (2013) conducted a comparative study with undergraduate students at a Japanese university with two groups, one taking a course about ELF and WE issues, and the other one not. The researcher made use of questionnaires and interviews to explore the attitudes of learners. The results from the questionnaires showed that the students tended to wish to interact with NSs, have an NS accent (especially American), see NS speakers as the owners of English, and prefer to have NS teachers. The interviews, on the other hand, showed that the student ideas were not clear regarding the basis of NS norm preference and the English variety in Japan. However, the students referred to NS varieties as “standard” and “correct” (Galloway, 2013, p. 794). The researcher also reported that a statistical comparison of questionnaire results of the student group who took the course on ELF-related issues indicated that the views did not change significantly after taking the course. The course covered a wide range of topics from the ELF literature, and it also required keeping journals about different varieties of English that the students listened to. The analyses indicated that students’ wish to interact with NSs, have a NS accent, and be taught by NS teachers remained similar before and after the course. Nevertheless, based on interviews, the researcher reported some attitudinal changes towards NNSs. For instance, intelligibility was emphasized by the students, and evidence of appreciation to be exposed to NNS varieties were presented (Galloway, 2013).

Again, in the Japanese context, Galloway and Rose (2013) focused on students, student assistants and instructors involved in an English for specific purposes (ESP) course in a business program. The researchers collected data by employing questionnaires with students, and focus-group interviews with assistants and the instructors who were composed of both NS and NNS individuals. The results from this study indicated that the students, especially more proficient ones, appreciated having NNS assistants in the lesson, and they primarily valued characteristics regarding social skills and skills to effectively communicate and teach, rather than NS-like language performance. Furthermore, the comparison between student surveys and instructor focus-group interviews revealed a discrepancy between how the two groups felt about NS models. While many students were aware that they would need to interact with both NSs and NNSs in the future and they usually had learning aims in accordance with this view, the instructors thought that students would fancy NS qualities in assistants and be more interested in sticking to NS models. As opposed to the instructors, the students also thought that they could successfully communicate in ELF settings. A further finding concerned exposure to varieties of English. While both the assistants and instructors saw it important for students, the instructors felt less certain about it. For example, one of them thought that the exposure should be in small bits. Galloway and Rose (2013) speculated whether the instructors were the ones who confined themselves within NS norms and kept comparing their students against these.

With a particular focus on language teachers, Dewey and Pineda (2020) explored what teachers thought about ELF-informed language teaching, i.e. the extent of teachers' awareness of ELF and how they would shape their teaching based on that. The researchers reported results of survey data from a total of 81 pre- and in-

service teachers based in the UK and Spain. The surveys were conducted about two months after two training sessions on ELF, and it basically investigated the views on certain concepts as well as a set of teaching-related statements advocating for ELF-compatible or normative understanding. The findings showed that the participants were usually familiar with the ELF concept, emphasizing how context sensitive it was and how individuals with different L1s were involved in it. On the other hand, the participants viewed the concept of Standard English (SE) as either rule-based and associated it with prominent NS varieties, or viewed it less rigid and associated it with its functional properties. As for the term "Good English", some of the teachers related it to SE norms, some to communicative power, and some of them were unsure what to think about it (p. 8). Moreover, the researchers reported that the teachers drew an unclear picture about their position in relation to a set of statements that were either in line with ELF view or vice versa. Nonetheless, the authors explained that the most strongly agreed sentences were those in line with the ELF view. For instance, the teachers tended to agree that effective communication should be prioritized over NS accuracy in teaching, learners' linguistic and cultural background were valuable resources, and learner creativity in language should be supported. As also stated by the researchers, the attitudes of teachers were obviously muddled and they were indecisive most of the time. Dewey and Pineda (2020) interpreted their findings as indicative of a transition that teachers were going through, from normative views towards more ELF-informed pedagogies.

When we turn to the local context, i.e. the Turkish context, probably the most comprehensive study was conducted by İnal and Özdemir (2015) in the sense that it involved pre- and in-service teachers of English as well as teacher educators who were employed in ELT departments. The study investigated how these three groups

perceived the ELF paradigm and its place in teacher training programs. 100 individuals from each group responded to a questionnaire with Likert-type items, based on which the researchers explored how inclined these groups were towards ELF. One of the prominent and most interesting results was that overall pre-service teachers' disposition towards the ELF concept was significantly higher than that of teacher educators; however, when the perceptions were compared specifically in terms of the necessity of integrating ELF in ELT programs, there was not a significant difference between the three groups. The researchers further reported that, generally, when ELF was a known concept for the individuals, they were more probable to have friendly attitudes towards it. Moreover, the same situation was valid when they reported that they previously received training on ELF. The fact that pre-service teachers had more positive attitudes towards ELF than in-service teachers and teacher educators implied that they attached more importance to intelligibility and communicative efficiency, and were less attached to NS norms. On the other hand, for the researchers, teacher educators' relatively more favorable attitudes towards ELF integration in teacher training programs indicated that they wanted their trainees to keep up with the global trends. The researchers commented that since stakeholders tended to develop positive attitudes toward ELF when they knew more about it, there should be more space for it in teacher training programs, and in overall ELT profession (İnal & Özdemir, 2015).

Another study in the Turkish context is by İnceçay and Akyel (2014). The researchers collected data via questionnaires and interviews from English language teachers working at preparatory schools of English-medium Turkish HE institutions. The results from the surveys showed that 67% of the teachers had little to no knowledge of ELF (which was asked as a direct question), most of them favored

standard varieties of English, and they tended to support integration of the local Turkish culture in teaching because it would promote learning. A further finding was that the teachers tended to have positive attitudes towards NS accents (i.e., American and British), as well as Turkish and Greek accents. It was also observed that the teachers supported the integration of ELF in teacher training processes. The researchers concluded that making language teachers aware of ELF was critical in teacher training (İnceçay & Akyel, 2014). However, the results reported in this study should be approached very tentatively since the researchers' conceptualization of ELF seems to be reminiscent of ELF1 and ELF2 as defined by Jenkins (2015a). Furthermore, the tools they developed for the purpose of this study seem to suffer from their understanding of the ELF concept at certain points.

In a similar line, Topkaraoğlu and Dilman (2017) explored what 19 English teachers working in various high schools understood from the ELF concept. Based on a survey and follow-up interviews with four of the participants, the researchers revealed that most of the teachers thought their teaching context was an ELF one while 1/5 of them thought it was test oriented. Out of the four interviewees, only two were able to give a definition of the concept while all were open-minded, or even excited, about the integration of this new concept in lesson plans. The authors suggested encouraging language teachers and students to critically think about their teaching and learning processes by making them more aware of ELF (Topkaraoğlu & Dilmen, 2017). Although very small-scale, this study is in line with the findings of Bayyurt and Sifakis (2015a) in terms of how teachers found ELF as an innovative way to understand the English language.

Approaching the phenomena from the students' perspective, Kaypak and Ortaçtepe (2014) explored how ELF experiences of Turkish students influence their

views about English. Via questionnaires and journals, 53 exchange students provided data for this study. A comparison of responses to the questionnaires indicated that generally there was not a significant change in the perceptions of the students before and after they participated in the exchange program. When the researchers went on to focus on particular individual items, however, they found that after returning from the program, the students became significantly more aware of the global status of English, appreciated the cultural knowledge of NS countries to a lesser degree, and thought accuracy as more important during English interactions. In other words, they became more aware of ELF upon engaging in communication in ELF contexts. After spending a semester in a European country, the students also started to feel that learning about NS culture was not a prerequisite to be communicatively efficient in English. Interestingly, getting more obsessive with accuracy after exchange program experience was also among the observations. The researchers speculated that during their short study abroad experience, the students might not have got rid of the NS-centered mentality that they were exposed to in Turkey. However, the qualitative examination of the journals from five of the students indicated that the students were starting to develop more meaning-oriented views of communication instead of formal accuracy following their study abroad experience (Kaypak & Ortaçtepe, 2014).

Finally, another large-scale study conducted in the Turkish context was a cross-national one (Bayyurt et al., 2019). With 159 participating in-service English teachers from Turkey, Portugal and Poland, the study aimed to reveal the extent to which the respondents had an awareness of ELF, culture and nativity concepts in their corresponding contexts. The researchers made use of an adapted questionnaire in order to collect data. Approaching the concept of ELF awareness from a large

scope, the questionnaire tapped into the respondents' views regarding the issues of culture, language, instruction, and the communication between NSs and NNSs as well as NNSs and NNSs of English. The responses from the teachers showed that their awareness of ELF was emanating from three kinds of views, i.e. how they saw culture, how they saw native speakers and varieties, and how they perceived their aims of communication. The findings indicated that the respondent teachers were quite aware of the importance of culture, not only in terms of the value of NS and NNS cultures in ELT, but also making learners aware of how cultures contextually differed. Second, it was found that the teachers were rather undecided about how much importance to attach to NS norms in teaching and whether NNSs should be included as learning models. Regarding the third component, the respondents mostly seemed to accept the fact that future interactions of learners would involve NNSs, and therefore appreciated the value of being intelligible; however, their responses regarding the necessity of grammatical correctness were fuzzy. Finally, irrespective of whether NSs were involved in interaction or not, the teachers thought that body language, pragmatic strategies and word knowledge were critical skills. The authors suggested that the teachers had a certain level of awareness regarding cross-cultural communication and the needs of communicating with NNSs, but they nonetheless idealized NS norms in teaching, which pointed to the need to provide them with training to raise awareness, particularly in relation to how to merge ELF and English pedagogy (Bayyurt, et al., 2019).

As seen from the above studies, the recent research in the area of learner and teacher awareness of ELF has shown that both teachers and students tend to be familiar with the global status of English, its key role in intercultural communication, and the significance of being familiar with multiple varieties of it; however, they also

tend to be quite attached to NS norms and NS models for educational purposes. NS norm dependency might be emanating from a confusion regarding how exactly global Englishes translate into English language pedagogy, which has been an important question not only for teachers and students, but also for ELF and WE researchers. Recently, Bayyurt and Dewey (2020) have rightfully remarked that lingua franca status of English has made it mandatory for English teachers to get aware of ELF and be critical about the implications of it on ELT in every aspect including assessment. Obviously, for teachers, one way to achieve such critical awareness is through training. Therefore, some ELF researchers have focused on developing educational programs for teachers and learners, exploring how these programs could be implemented, and observing how educational support influences the target groups' understanding of English and English language pedagogy. The next section gives a review of major studies tapping into teacher education on ELF.

2.2.3 Teacher education on ELF

Based on previous research, Borg (2006) suggests that "beliefs and knowledge" of teachers have a key role in determining the course of decisions and actions in the class, and that teacher education can affect what teachers already know and believe (p. 40). Thus, it is important not only to comprehend their beliefs and perceptions but also, to look into the ways of influencing their perceptions.

Naturally, the importance of teacher education has been emphasized by ELF researchers (Jenkins et al., 2011). Within this scope, researchers in the area of ELF have not only focused on teacher beliefs and perceptions (e.g., Sifakis & Sougari, 2005; Timmis, 2002), but also on training teachers to influence their beliefs and professional knowledge (e.g., Bayyurt & Sifakis, 2015b; Dewey & Pineda, 2020). A

number of such studies that include English as a lingua franca training components and have high relevance to the current study are reviewed in this section. While some of these studies were conducted with pre-service teachers and involved educational components as a part of teachers' training programs (e.g., Kemaloğlu Er, 2017; Solmaz, 2020; Vettorel, 2016), some of them were conducted in the context of certification programs for teachers (e.g., Dewey, 2015b; Dewey & Patsko, 2017), and still some others were conducted with in-service teachers in an attempt to provide guidance for teachers to critically question their existing understanding and pedagogical practices (e.g., Bayyurt & Sifakis, 2015a, 2015b). Moreover, while some authors target exclusively English language teachers, others have implications for both teachers and learners. An approach beyond national norms of language is central to all of them.

2.2.3.1 Post-normative approach in English teaching

Associated with ELF, Dewey (2012) proposes a *post-normative* approach to language education, which depends on contextual features and requirements of individual teaching contexts instead of any kind of pre-defined reference norms. The researcher explains that the post-normative approach liberates teachers from fixed norms and enables them to choose from many options as far as they are relevant, and gives them the freedom to be creative during the process.

In line with this view, the researcher has a series of studies conducted in teacher certification programs in the UK (Dewey, 2012, 2015b). These are usually small-scale studies, but the findings are analyzed in-depth from a philosophical perspective. For example, in his 2012 article, he engages in a rightful discussion by suggesting that researchers should not confine themselves to proposals of the

necessity to raise ELF awareness of teachers and to integrate ELF in teaching practices (Dewey, 2012). Rather, we should seek ways to reconcile what ELF research suggests and what ELT practitioners think as favorable implementation (Dewey, 2012). This inference was made based on the findings of a survey study in a MA teacher certification program. Dewey found that teachers were usually familiar with terms such as ELF, WE and English as a global language; however, they were quite skeptical about how to apply these concepts in real classroom, i.e. theoretically it made sense, but practically it looked unrealistic for the teachers (Dewey, 2012).

In a similar context, Dewey (2015b) this time examined the status of novice teachers in relation to ELF, and found that their familiarity with the concepts of ELF and GE, and their awareness of two major Outer Circle varieties were limited. Even though the global status of English was acknowledged in such widely popular UK-based teacher certification programs, obviously ELF-related topics were not adequately covered in a way that would encourage critical thinking about the current status of English language and its pedagogical implications (Dewey, 2015b).

Connected to these two perceptive studies, Dewey and Patsko (2017) also report the results of a study that incorporated a small educational module on ELF. The ELF training module was indeed a 45-minute session inserted in a UK-based teacher certification program for novice teachers. The session generally concerned phonology and aimed to present tasks for the trainees to take the lingua franca core (Jenkins, 2000) as a reference instead of NS varieties when evaluating learner performance. Then, it was planned that the tutors would encourage the trainees to engage in a discussion about the English language's diversity and its possible pedagogical implications. In order to achieve that, prior to the program, the tutors also received education regarding ELF and how it might become useful for novice

trainee teachers. The authors reported that out of the five tutors, three delivered the ELF session. One of the tutors was one of the co-authors, one was quite enthusiastic about ELF perspective, and the third one delivered it but did not see the session paramount for trainees. Unfortunately, the researchers did not provide any explanation regarding how the tasks and discussions worked and how they were received by the trainee teachers. However, the study indicated that, even if the session constituted a very small segment of the four-week teacher certification program, integrating ELF was a viable option, i.e. something doable (Dewey & Patsko, 2017). The authors suggested that earlier stages of teachers' training would be more appropriate to introduce EFL perspective to teachers, rather than short one-session training attempts towards the end (Dewey & Patsko, 2017).

2.2.3.2 Global Englishes framework

Global Englishes Language Teaching (GELT) has been a concept increasing in popularity in the recent years, and it is presented as a framework that offers educational opportunities to raise global Englishes awareness of anyone involved in ELT, including students, pre-service and in-service teachers (Galloway & Rose, 2015, 2018; Rose & Galloway, 2019). GELT is explained as collectively referring to ELF, EIL, WE and the closely relevant phenomena of translanguaging, as well as the pedagogical and research-related discussions around these concepts (Galloway & Rose, 2018; Rose, McKinley & Galloway, 2020). Therefore, in line with ELF paradigm, GELT also approaches English language speakers in more inclusive terms, acknowledges the diversity of the language, evaluates skillful English speakers according to their expertise in communication, and sees additional languages of

English speakers as richness rather than an impediment (Galloway & Rose, 2018; Rose & Galloway, 2019).

GELT aims to raise awareness. Galloway and Rose, in their 2015 book titled *Introducing Global Englishes*, cover a large range of topics to achieve this. The book is presented as an educational resource and involves a series of critical issues debated in the areas of WE, ELF and EIL. To be more specific, the authors cover the following topics throughout the book:

-Issues related to the origin and temporal change of English language

-Issues of language variation, language contact and standard language ideology

-Spread of English on a global scale

-Characteristics of native and new Englishes

-Use of English as a global lingua franca

-Research into how ELF and different varieties of English are viewed

-Issues related to how global status of English relates to ELT

-The future of English language

Galloway and Rose (2015) support the critical readings on these issues with reflective questions and activities. As also indicated by the authors, in line with Seidlhofer's (2011) postulation regarding how ELF theoretically differs from traditional ELT practices, GELT is also construed as being based on accepting learners as multilingual speakers, understanding that the potential future interlocutors of learners will also be multilingual individuals, having a critical understanding of the current global use of English (Galloway & Rose, 2015). GELT is also explained as putting emphasis on strategic competence in language use, cross-cultural

sensitivity and unfair treatment of NNS teachers. Galloway and Rose (2015) contrast how these are different from traditional ELT practices in Table 1 below (p. 208).

Table 1. GELT and traditional ELT comparison

	GELT	ELT
Target	Native and non-native English speakers	Native English speakers
Owner	Native and non-native English speakers	Native English speakers
Culture	Fluid cultures	Fixed native English culture
Teacher	Non-native English-speaking teachers (same and different L1) and native English-speaking teachers	Non-native English-speaking teachers (same L1) and native English-speaking teachers
Norms	Diversity, flexibility, and multiple forms of competence	Native English and the concept of standard English
Models	Successful ELF users	Native English speakers
Teaching materials	Native English, non-native English, ELF, and ELF communities and contexts	Native English and native English speakers
L1 and own culture	Resource	Source of interference
Ideology	Inclusive GE perspective	Exclusive and ethnocentric view of English

Note: Adapted from Galloway and Rose (2015, p. 208).

In their handling of the GELT concept from a theoretical perspective, the authors indicate that it is better to understand GELT more like "a tool *for* language teaching" as opposed to "an approach *to* teach" (Rose & Galloway, 2019, p. 27, emphases original). They further explain that when compared to traditional ways of language teaching, what changes in GELT is the understanding, not necessarily the methods. GELT understanding gets critical about NS norms, and instead, it respects other languages of English speakers (Rose & Galloway, 2019).

The authors further explain what kind of implications GELT has on ELT, including learner needs, teaching goals and objectives, syllabus, methods of teaching, assessment and evaluation (Rose & Galloway, 2019). Briefly, they make the following points: i) needs of learners have to be considered, and using ELF in international environments is one of the main needs, ii) from a GELT perspective,

goals of learning focus on being intelligible and owning the language, iii) GELT perspective can be adapted to various syllabus types, and one type that can easily sustain GELT perspective is skills-based because it can largely be achieved through content-wise changes, iv) GELT is in line with post-method approaches and critical about unbalanced power relations, and v) GELT recognizes unfixed communities of English users, which makes it necessary to assess learners in terms of abilities to adapt to different environments (Rose & Galloway, 2019). Furthermore, the authors indicate that the GELT framework involves 13 dimensions that separate it from conventional teaching practices, which largely overlap the issues that have been discussed in the area of ELF for over two decades. For example, they involve the issue of ownership, cultural targets, criteria to assess learners, future communication groups, native norms, teacher characteristics, etc. (Rose & Galloway, 2019). As a matter of fact, in a later publication, the authors explicitly express that GELT shares a lot with what has been discussed in the areas of ELF and WE (Rose et al., 2020).

The effects of an early version of GELT on the attitudes of university students in Japan was reported in the previous section of this chapter (Galloway, 2013). Briefly, it was found that the attitudes of students remained largely similar in terms of orientations to NS models, but the students were not entirely closed to the idea of global Englishes and referred to the importance of hearing NNS varieties (Galloway, 2013). This indicates that although learners tend to accept the global role of English and the priority of intelligibility on the surface level, learner views about NS varieties' prestige are robust to change. A more recent study with pre- and in-service teachers who were taking a GELT elective course in a university in the UK showed that teachers had positive attitudes towards the framework; however, they also referred to some obstacles on the way to implement it (Galloway & Numajiri,

2020). These obstacles, for instance, included a lack of materials, positive attitudes to standard varieties and the existing assessment practices (Galloway & Numajiri, 2020).

2.2.3.3 Transformative framework

Perhaps one of the most influential research conducted in relation to ELF and teacher education is by Bayyurt and Sifakis (2015a, b), which has paved the way for numerous consecutive studies since then. *Transformative framework* was originally proposed by Sifakis (2007, 2014), and is largely based on the transformation theory suggested by an earlier educational researcher, Mezirow (1991). Both in the case of Mezirow (1991, 1994) and Sifakis (2007, 2014), transformation refers to a gradual and essential change in perspective, but Sifakis adapts this theory of transformation and specifically refers to large-scale and deep modifications on teacher perspectives about English language and its pedagogy. Therefore, Sifakis' transformative framework signifies a transformation from traditional ELT views towards more ELF-compatible views.

As Sifakis (2014) explains, essential changes in teacher (and other stakeholders') perspectives about the English language and its teaching is a quite challenging process and is composed of certain steps. The process involves experiencing a disorientation in the established beliefs, which paves the way for questioning the existing assumptions and looking for alternatives, and then, deciding to act on this awareness is required (Sifakis, 2007). This is followed by taking action and reconsidering the roles as agents, which finally allows for developing new competences and consolidating the new perspective (Sifakis, 2007). From language teachers' perspective, Sifakis (2014) defines this process as a journey. It starts with

understanding the ELF phenomenon and its implications for pedagogy, which requires being familiar with ELF research and getting aware of one's long-established convictions. Then, it continues with taking action by creating and designing lessons in line with ELF principles and in accordance with learner needs (Sifakis, 2014).

Transformative framework was operationalized and further improved by Bayyurt and Sifakis (2015a, b) in a long-term project, i.e., *ELF-aware teacher education (ELF-TEd)*. In line with the underpinnings of transformative approach, ELF-aware teacher education is defined by Sifakis and Bayyurt (2018) as

> the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct. (Sifakis & Bayyurt, 2018, p. 459).

ELF-TEd was a research project initiated in 2012 by the researchers with participant teachers from Turkey and Greece. Although Sifakis' (2007) theoretical discussion of the transformative framework referred to five sequential phases of teacher education, Bayyurt and Sifakis (2015a, b, 2017) subsumed these under two broad phases, i.e. a theoretical and a practical one. These phases, then, were operationalized in three steps which are as follows (Sifakis & Bayyurt, 2015).

i) Familiarizing teachers with the ELF concept and the key research in the area of ELF, and encouraging them to cast a critical view on their existing beliefs and practices,

ii) Inviting teachers to take action and put their understanding of ELF to use by preparing classroom activities and lesson for their learners,

iii) Encouraging a process of evaluation of their experiences and discussing with peer teachers about the lessons they prepared.

The researchers see the following procedures for teachers as critical components of the framework. They are expected to

> 1. engage with the principles of ELF and WE;
> 2. are prompted to form their own understanding of what these may mean for their own teaching context;
> 3. design whole lessons or individual activities on that basis;
> 4. teach these lessons or activities; and
> 5. evaluate the impact of the lessons or activities for their learners, themselves and other stakeholders (Sifakis & Bayyurt, 2015, p. 474).

At the theoretical stage of the ELF-TEd program, teachers are presented with a selection of readings from ELF and WE literature as well as several videos. The material that teachers are exposed to are sequenced with care, and, regarding the readings, the participants are expected to respond to a set of questions that ignite reflection and awareness. The program's content is divided into seven sections, the first one of which focuses on the globality of English, the second and third sections focus the ELF paradigm, the fourth one focuses on alternatives to ELF approach, the fifth one presents suggestions for teaching implications, the sixth one gives further suggestions to achieve success in pedagogy, and the final one focuses on the individual teachers themselves. Teachers also have the opportunity to discuss the issues raised in readings with their peers online or face-to-face throughout the education (Sifakis & Bayyurt, 2015).

During the next stage, where teachers are invited to design lessons in line with ELF principles, the aim is to encourage teachers to act on their conceptualization of ELF and translate their theoretical knowledge into classroom practice in ways that they see appropriate (Sifakis & Bayyurt, 2015).

Finally, at the last stage, teachers are involved in an evaluative process with other participant teachers and discuss the lessons they prepared. They focus on what they originally planned, how it went in the classroom and what were the challenges they faced in the process (Sifakis & Bayyurt, 2015).

Bayyurt and Sifakis (2017) explain that ELF-TEd can be appropriated to various contexts depending on learner needs and other factors shaping the context. However, the procedures remain more or less the same. Sifakis (2014) emphasizes that the content, i.e., the readings, should be organized from simple and main themes to more complicated and sophisticated ones. Moreover, the process should give teachers a space where they can develop their own understanding of ELF and make inferences for their contexts. They also need to be mentored in the process of going through the key readings in ELF, engaging in critical thinking about their existing beliefs and the potential implications of ELF, and designing and evaluating lessons (Sifakis, 2014).

As previously indicated ELF-TEd was first put into action in 2012, which was referred to as a piloting stage of the research project by the authors themselves (Bayyurt & Sifakis, 2015a, b; Sifakis & Bayyurt, 2015). With the help of an online platform, the researchers made readings, videos and reflective questions available to the 12 in-service participant teachers. The participants were able to upload their responses and other documents to the same system, and they were provided with mentorship online and face-to-face throughout the process (Bayyurt & Sifakis, 2015a). The whole process took about 10 months, approximately half of which was alloted for the ELF education and the remaining time was for designing the lessons (Sifakis & Bayyurt, 2015).

The authors reported results from this study in a series of publications, mostly depending on data from interviews and participants' written responses (Bayyurt & Sifakis, 2015a, b; 2017; Sifakis & Bayyurt, 2015). Although it is difficult to talk about a complete transformation process as explained in the transformative framework, this pilot study presents convincing evidence of driving teachers into a reflective mode regarding English language and their convictions about ELT, therefore, ELF-TEd proved promising in a number of ways (Bayyurt & Sifakis, 2015a; Sifakis & Bayyurt, 2015). For example, Sifakis and Bayyurt (2015) report that teachers were able to understand the ELF concept in the sense that it differs from views of centrality of NS models and from traditional EFL understanding. The teachers reevaluated their beliefs about NNS speakers' position, and their error correction practices during teaching (Sifakis & Bayyurt, 2015). Regarding the same issue, after the ELF-aware education, teachers also seemed to prioritize their students' intelligibility over formal accuracy, become more confident and more aware of themselves and as non-native English users (Bayyurt & Sifakis, 2015b). It is also reported that the teachers realized that students should be prepared to be ELF users (Bayyurt & Sifakis, 2015a). The authors acknowledge that the participant teachers in this study developed different attitudes as they were learning more about ELF and reflecting on the paradigm from various aspects (Bayyurt & Sifakis, 2017). They explain that some of the teachers were quite enthusiastic to apply their understanding of ELF with their learner groups while some others approved the ELF paradigm, but could not or did not want to apply anything in their classroom due to various reasons. A final group of teachers disapproved of the whole idea or saw ELF completely inapplicable in their teaching context (Bayyurt & Sifakis, 2017).

ELF-TEd, via the same online system, was extended to pre-service teachers in two research studies in the Turkish context, one of which is a doctoral dissertation (Kemaloğlu-Er, 2017) and the other one is a case study conducted as part of a teacher training program (Kaçar & Bayyurt, 2018).

In Kemaloğlu-Er's (2017) study, ELF-TEd was offered to a group of teacher trainees as part of a course on ELF/WE in an undergraduate English teacher education program. 10 participants completed all stages of the ELF-TEd program, and the researcher examined their understanding of ELF and ELF's implications during the process. Through interviews, written responses of the participants to open-ended questions and observations, Kemaloğlu-Er (2017) explored how the education influenced pre-service teachers' understanding of the ELF concept and its pedagogy. The researcher reported, based on the definitions of ELF by the participants at different stages of the ELF-TEd, that the participant teachers gradually had a more sophisticated understanding of ELF as a result of the program. It was also reported that the participants saw ELF as an inclusive perspective that acknowledges the legitimacy of NNSs as rightful owners of English. As for the action phase of the framework, even though the pre-service teachers encountered various administrative, materials-related and exam-related obstacles, the researcher observed that the pre-service teachers could integrate ELF-perspective in their peer teaching and practicum teaching in *explicit* and *implicit* ways. The explicit ways of teaching were those involving overt explanations about the ELF concept with following sample instances of ELF interaction or various forms of discussion activities. On the other hand, the implicit practices were the kinds that made students feel the concept indirectly, such as presentation of different varieties of English or error correction practices based on intelligibility as opposed to accuracy. Furthermore, in their evaluation of the whole

process, the participant teachers appreciated being part of the program and expressed that they had intentions of practicing ELF-aware teaching in their future pedagogical activities (Kemaloğlu-Er, 2017).

Similarly, ELF-aware teacher education was also adopted in Kaçar and Bayyurt's (2018) study with pre-service teachers during 2013-2014 academic year in a state university in Turkey. The ELF education was offered as part of the student teachers' practicum courses, which normally involved classroom observations during the first semester and an additional delivery of three lessons during the second semester. The 10 participant teachers first had the theoretical education on ELF as required by ELF-TEd during the first semester, and then, they prepared and delivered lessons during the following semester. The researchers collected data from the participants in the form of responses to questions, face-to-face interviews, written reflections and lesson plans. Although the authors presented little about the nature of the lessons prepared by the teacher trainees, they reported that the whole experience with ELF led to a shift in participants' perspective. For instance, the participants reported to become more aware of the strengths of NNS teachers, have higher self-confidence because they designed lessons by taking into account future interactional needs of students and by prioritizing intelligibility over NS norms. However, the participants seemed to feel confused about the concrete pedagogical implications of ELF on classroom teaching. In other words, although on the surface level the teachers acknowledged the importance of understanding English as a global lingua franca in language teaching, they had hard times conceptualizing actual classroom practices based on such understanding, for example, in relation to pronunciation. The pre-service teachers also found it difficult to picture themselves as owning the English language (Kaçar & Bayyurt, 2018). This might be indicating that some

aspects of ELF are more deeply entrenched in teachers' understanding of the English language, and therefore more challenging to adopt.

Another study that investigated the effects of ELF-aware education on pre-service teachers' perceptions of ELF was reported by Deniz, Özkan and Bayyurt (2020). ELF-aware teacher education was offered as an elective course to undergraduate students in a Foreign Language Education department of a state university in Turkey. The participant teachers provided data via interviews and open-ended questionnaires before and after the theoretical education on ELF, as well as via written journals following the course. The authors reported that while the pre-service teachers had various misconceptions about the ELF concept such as the fact that it was a form of English or everything was acceptable in ELF prior to the course, they had a more developed understanding of ELF after the course. For instance, they were able to appreciate the importance of intelligibility, validity of diversity, role of mother tongue as well as strategic and cultural competence in ELF situations. They also felt a sense of ownership regarding English and modified their beliefs about teaching English in certain aspects such as teaching and learning goals (Deniz et al., 2020). The authors drew attention to the needs of integrating ELF education in pre-service language teacher training programs (Deniz et al., 2020).

2.2.3.4 The methodological framework of Hino to teach ELF/EIL

The framework proposed by Hino specifically concerns the ways of teaching the language with an ELF/EIL mindset, and it was elaborated on in a series of publications over the years (Hino, 2010 cited in Hino 2018b; Hino, 2018a, b; Hino & Oda, 2015). Conveniently named as "Five ways of teaching EIL" (Hino & Oda, 2015, p. 36), this methodological framework has implications for both learners and

teachers, thereby for teacher education. Hino and Oda (2015) emphasize that the framework is equally applicable for both the EIL and ELF concepts since their underpinnings are perceived to be similar in many respects.

These five ways as suggested in the framework are as follows:

1. "Teaching 'about' EIL"
2. "Role-plays in EIL interactions"
3. "Exposure to the diversity of EIL"
4. "Content-based approach to EIL"
5. "Participation in the community of EIL users" (Hino & Oda, 2015, p. 36).

Hino (2018a) conceives the first one, i.e., "teach *about* EIL" (p. 91, emphasis in original), as ways of providing information about the ELF/EIL concepts in order to make learners more aware of them. On the other hand, he conceives the remaining four as ways to "teach EIL" (p. 91) which are more concerned with the competencies in order to successfully function in ELF interactions. Hino (2018b) suggests that most of the time ELF scholars talk about teaching about ELF, as opposed to teaching the skills, when they discuss pedagogical implications. He adds that this largely leaves the responsibility to teachers when it comes to find different methods of teaching ELF competences. Therefore, this methodological framework is supposed to help them. Each of these methods is explained below.

The first one, teaching about ELF/EIL, comprises providing information about ELF/EIL to learners or discussing on these concepts, which might involve many aspects of the ELF paradigm such as the spread and diversity of English, its role in global communication and intercultural awareness (Hino, 2018a). This seems to be the most widely preferred way of integrating ELF in English language pedagogy (Hino, 2018b).

The second method, i.e., use of role-plays, utilizes simulations of ELF environments and aims to practice skills required in cross-cultural interactions (Hino, 2018a). An example activity of this kind would be students assuming roles of historical figures from different cultures and holding a meeting to discuss a problem to arrive at a common solution (Hino, 2018a). It is explained that this activity entails intercultural sensitivity.

The third way of integrating ELF in language teaching is exposing learners to diverse forms of English around the world. This enables learners to realize the variability in ELF, and also to get familiar with various varieties of English in written or spoken forms (Hino, 2018a). Hino (2018a) mentions an example activity in which students are supposed to read or watch real news from around the world using various sources from different countries, which exposes them to different varieties and cultures of English.

The fourth way makes use of a content-based approach. In line with the content-based approach's underpinnings, this method aims to help learners gain ELF skills when learning a content (Hino, 2018a). To illustrate, Hino (2018a) refers to the activity which aims to expose learners to the diversity of ELF in the third method, since this activity also involves a focus on different contents other than the language itself such as news on environment, politics and economy. Therefore, news content on various topics is used to practice ELF skills.

Finally, the fifth method involves helping learners have genuine ELF experiences by participating in ELF/EIL communities. Such participation may take various forms, including interaction with real ELF users via the internet in written or spoken channels and face-to-face interaction that might involve authentic communication with international classmates (Hino, 2018a). Hino (2018b), for

example, mentions that discussion activities in small groups in English-medium instruction contexts with international learners can provide useful environments in order to get involved in real-life ELF communication and practice pragmatic strategies. Another good example of such endeavor was reported in Sung's (2017) study. The researcher investigated how a weekly ELF communication activity with international students outside the class influenced the undergraduate learners in an ELT course in Hongkong. The participant students' written evaluations of their authentic ELF experiences indicated that students gained insights into the nature of ELF interactions by, for example, becoming aware of the diversity in such contexts, questioning the usefulness of NS norms and realizing the importance of pragmatic strategies (Sung, 2018). Therefore, the study confirmed the usefulness of participation in authentic ELF environments in terms of becoming more ELF-aware.

Hino (2018a, b) also draws attention to two broad principles to be followed in the course of implementing these five methods. The first one is choosing locally or contextually appropriate methods. Suitability of appropriate methodology is highly dependent on contextual constraints as well as cultural values (Hino, 2018a). The second principle, on the other hand, is the presentation of the teacher's English as a legitimate model for learners. Hino (2018a) explains that teachers should be confident in their own English (as opposed to perceiving their English as a bad version of NS English) and show that it could be a model for learners.

2.2.3.5 Other post-EFL models of teacher education

Even if not in the form of systematic frameworks, there have been other researchers engaged in discussions of teacher education regarding ELF. Some of these present a

theoretical discussion on teacher training while others report on empirical data from various contexts.

Llurda and Mocanu (2019) offer a progressive five-stage procedure for NNS English language teachers to get rid of the external and internal pressures that create a feeling of inadequacy or inferiority compared to NS teachers. These steps are i) getting exposed to multilingual and multicultural situations that reflect the current global use of English, ii) examining linguistic performances of successful NNS figures around the globe , iii) examining samples of ELF used in academic settings to see educated use of academic English by multilingual NNSs, iv) reflecting on the future role of English as a global language of multiple economic powers, and v) reflecting on one's own beliefs and practices as an English speaker and teacher. This final step involves teachers reflecting about their future self and thinking about how to spend their resources in the light of the prior steps. This chain of propositions is suggested to increase NNS language teachers' confidence in themselves and thereby promote their professional development (Llurda & Mocanu, 2019).

Hall (2013) refers to a change in the conception of the English language and a new understanding in the role of language teachers in connection with this. In a later article, he discusses a need for *ontological* change in the minds of teachers about the character of the English language's existence (Hall, 2021). Such change in understandings is basically from a norm-based or nationalistic one to usage-based one, and Hall (2021) sees teacher education a critical step to achieve this, and particularly focuses on grammar (rather than, for example, pronunciation). He emphasizes that grammar can be understood as regularities in Englishes available to students, as opposed to a distant fixed set of rules, and therefore it may take different forms. In line with such understanding, Hall (2021) proposes that i) teachers'

awareness of the problems related to seeing SE as the only correct one should be raised, ii) the local linguistic and cultural context should be acknowledged, iii) the local educational constraints should be taken into account and teachers should be encouraged to be agents of change, iv) teachers should be encouraged to reflect on their national identity and moral values in terms of their interaction with how they understand and position languages, v) the fact that English language in individuals' cognition and as it is practiced in society are not mutually exclusive should be emphasized, and vi) teachers should be introduced with these new conceptualizations in an intelligible tune.

As for works involving educational application, for example, Suzuki (2011) reports results from an empirical inquiry with three pre-service teachers as participants in the Japanese context. Although the researcher does not provide detailed information about the contents of the course offered to students throughout a semester, she mentions that the focus was mostly on raising awareness about the diversity of English, the native speaker concept, WE, and Jenkins's (2000) proposals regarding ELF. While the participants seemed to appreciate the value of informing ELT learners about the diversity of English, they kept being less enthusiastic about exposing them to it, since they regarded British or American English as the only proper varieties to be brought to the classroom. The researcher concludes that one-shot courses might not be enough for language teachers to acknowledge the legitimacy of varieties of English, and understanding of pluralistic English should be integrated into the whole teacher education programs for a deeper change (Suzuki, 2011).

Paola Vettorel is another scholar working on the issues of ELF-aware teacher education, mostly in the Italian context. She authored and co-authored several

articles reporting findings from a series of research. In 2016, for example, she reports that, when ELF/WE issues are brought to their attention as part of a course during their education, trainee teachers were able to expand their knowledge about the ELF paradigm and were able to act on their awareness, developing teaching plans in line with the ELF perspective (Vettorel, 2016). Again in the Italian HE context, Vettorel and Corrizzato (2016) state that offering education to pre-service teachers on issues such as the spread of English, ELF users, and potential teaching implications of these on ELT enabled them to appreciate the critical role of becoming aware of the global use of English in teacher education and teaching practices. The trainee teachers also drew attention to the importance of making students more aware of the plurality of English via authentic materials and the importance of pragmatic strategies and intelligibility (Vettorel & Corrizzato, 2016). Giving examples from similar course components integrated into teacher education programs in HE institutions in the Italian context, Lopriore (2016) and Vettorel and Lopriore (2017) again discuss promising influences of such teacher training practices about ELF on how teachers understand English language and ELT. What seems to be common in these works is that teacher education is a useful and effective way to prompt teachers to critically think about the existing teaching practices under the light of ELF.

A recent study with pre-service teachers in the Turkish context also yielded similar results. Solmaz (2020) reports how a group of pre-service teachers benefitted from a one-semester-long elective course on WE and relevant concepts. The researcher notes that the participant students became more aware of WE and were able to make connections between WE-related concepts and English language teaching at the end of the course. The participants also developed more inclusive

attitudes towards varieties of English and expressed their intention of practicing WE-informed teaching in their future careers (Solmaz, 2020).

Quite recently, Choi and Liu (2020) have reported from a study examining how seven primary school teachers in South Korea responded to a training on ELF. This short four-day training covered theoretical discussions in the area of ELF, teachers' own beliefs about ELT and planning lessons. The results indicated that the teachers employed various techniques in the classroom to implement ELF-aware lessons. They used a set of awareness raising activities in the form of, for example, listening to and discussing about ELF interactions, and a set of activities to promote ELF interaction in the form of, for example, listening to and responding to other NNSs. As the researchers remarked, the participant teachers thought that guided reflection on potential classroom practices, cooperation with colleagues in creating and finding resources, and raising awareness of parents about ELF could be useful practices in the course of ELF-aware teaching (Choi & Liu, 2020).

The list of studies in the area of teacher education in relation to ELF can be prolonged, with many contributions from researchers in the field of ELF, EIL and WE. Matsuda, for example, has a series of works in which she discusses the pedagogy of ELF and EIL (Matsuda 2018a, 2018b, 2019; Matsuda & Duran, 2012; Matsuda & Friedrich, 2012). She also edited a book particularly focusing on EIL-aware teacher education (Matsuda, 2017).

Of Matsuda's discussions, a particularly interesting one is where she, with a colleague, discusses which model to present to language learners (Matsuda & Friedrich, 2012), which is indeed a very critical and confusing issue for language teachers who are introduced with the ELF-aware teaching paradigm. The authors talk about three potential English varieties which are i) "an international variety", ii)

“speakers’ own variety”, and iii) “an established variety” (Matsuda & Friedrich, 2012, p. 17). The authors emphasize that whichever is deemed as the appropriate and needs-based model in the classroom, raising the awareness of learners regarding global uses of English should be essential (Matsuda & Friedrich, 2012). Matsuda (2017) remarks that teacher education is an important stage of professional development where teachers can be supported to embrace EIL and help learners successfully function in EIL contexts. Dewey (2012) sees this as a process in which teachers and teacher trainers should achieve the following goals: i) considering the future contexts of English use, ii) focusing on different varieties of English and alternative forms, iii) prompting reflective discussions about the spread and plurality of English, iv) prioritizing intelligibility, and v) drawing attention to pragmatic strategies used in EIL contexts.

All in all, Jenkins’s (2012, p. 492) statement still seems to hold true, where she remarks that ELF researchers avoid making explicit suggestions and leave it to teachers to decide what kind of implications ELF might have in their context. On the other hand, in a comprehensive review about teacher training on ELF, Kurt, Cavalheiro and Pereire (2019) conclude that both pre- and in-service teachers seem to experience confusion and concerns regarding the implications of ELF, and in-service teachers might even have to deal with additional institutional worries or restrictions. However, teachers also generally show enthusiasm about gaining new perspectives provoked by ELF and they can become agents of action in changing the mainstream ELT practices when they are supported in the educational and institutional sense (Kurt et al., 2019).

This section has covered the issue of teacher education in relation to ELF. In the next section, the relationship between ELF and English-medium instruction (EMI) will be addressed.

2.3 EMI and ELF

This section first presents an overview of EMI as a global phenomenon, then narrows its scope down to the Turkish context focusing on the EMI in Turkish HE institutions, and finally explores how the recent ELF understanding fits in the EMI implementations in HE.

2.3.1 The global overview of EMI

More than ten years ago, Fosket (2010) specified five categories of HE institutions in terms of their levels of internationalization, ranging from those predominantly locally functioning ones to truly international ones. Although becoming a truly international HE institution has many dimensions, one of the primary moves of institutions which have "imperialistic" concerns is to attract international students and instructors for financial gains (Foskett, 2010, p. 44). Dearden (2014) remarks that, for administrators, EMI seems to be appealing in order to gain financial rewards and certain promotional qualifications such as being an international institution. Similarly, Doiz, Lasagabaster and Sierra (2013a) note that English is a critical step for HE institutions to keep up with globalization. Unsurprisingly, therefore, EMI has been a globally growing phenomenon in Europe and elsewhere around the world in the recent decades (Dearden, 2014; Doiz et al., 2011).

Dearden (2014, p. 4) defines EMI as the use of English as a means for instruction of content subjects in contexts where English is not used as the first

language. Criticizing this definition, Murata and Iino (2018) state that, as opposed to the implied restriction to nonnative countries in Dearden's (2014) definition, EMI can indeed take place in any context where English functions as a common language for content education for those with different L1s. Dearden notes that recently EFL teaching has been evolving into EMI on a global scale, and as the respondent policy-makers in her 2014 report indicate, there are multiple motivations behind it including cross-national mobility, preparing students for global markets and becoming more modern and economically strong. Research also lends evidence of support for the use of English as a means of instruction from different groups in HE institutions, i.e., faculty members, students and those with administrative duties even if they feel restricted in their linguistic competences and complain from limited institutional support from administration (Doiz et al., 2013a). For instance, the instructors in Doiz et al.'s (2011) study count the following among the advantages of EMI: hosting foreign students, increased mobility of faculty and students, better jobs for students, and access to international research.

However, this does not mean that EMI in HE is free from problems (Coleman, 2006). The situation gets more complicated when one thinks of the Inner Circle HE institutions that have high rates of international student numbers, but expect them to speak a particular variety of English (Doiz et al., 2011). Nevertheless, it is certain that EMI is a growing phenomenon in HE institutions across the globe. Wächter and Maiworm (2014), in a comprehensive survey across Europe, reveal that 26.9% of the institutions offered at least one program through the medium of English in 2014, and the rate of increase in the number of EMI programs between 2007 – 2014 was 239%, a tremendous explosion in just seven years.

Another important issue regarding EMI in a global sense is how variable and context specific it is (Doiz, Lasagabaster & Sierra, 2013b). First of all, the level of EMI provision can be different across contexts, changing from departmental level to course level (Macaro et al., 2018), which complicates the role of other languages involved in the process. This brings us to the second issue, i.e., HE has always been a context of international movement (Baker, 2016), but the ways in which English is accommodated in different contexts is far from uniform (Baker, 2016; Dafouz & Smit, 2020). Baker (2016) states that one reason for contextual differences in the use of English in academic settings is that it co-exists, and therefore interacts with the local languages in ways that respond to global and local needs. Variation from one context to another is also probable to arise due to cultural background of instructors and students (Baker, 2016). Given the different standards applied in different HE contexts, another factor to cause variation is the English proficiency levels of learners and instructors. Macaro et al. (2018), in a review of EMI studies, note that learner and teacher proficiency are among the frequently reported concerns in EMI studies. In 2021, for example, Benavides reports that students in Colombia have very concerning levels of English competence at the end of their university education, including programs in English. On the other hand, in a contextual comparison of private versus state universities in Turkey, Macaro and Akıncıoğlu (2018) report that, compared to learners in state HE institutions, learners in private HE institutions tend to find their instructors linguistically more competent.

A comprehensive framework to analyze EMI, or English Medium Education in Multilingual University Settings (EMEMUS) in authors' terms, was suggested by Dafouz and Smit (2016, 2020). The framework aims to respond to the highly contextual and complicated settings of HE where English is used as a medium of

instruction and exists along with other languages. Dafouz and Smith (2016) propose six dimensions on which EMI contexts can be approached, i.e. i) “roles of English” in the face of other languages, ii) the role of different “academic disciplines”, iii) “management” that governs linguistic policies, iv) “agents” involved in the process, v) “practices and processes” that are shaped by different English-medium educational contexts, and vi) “internationalization and glocalization” in the sense of how international and local forces are responded by institutions (pp. 403-409). The authors explain that “discourses” is a central intersection to examine all of the dimensions, and that all components merge together to form a holistic framework (Dafouz & Smith, 2016).

All in all, education through the medium of English is a globally growing practice, and a number of planned and unplanned factors seem to contribute to this. Moreover, what is understood from EMI and how it is implemented might change across contexts both at macro and micro levels. Finally, the research in the area is relatively young, therefore, EMI researchers are still trying to uncloud basic, but important, questions such as the effects of EMI on language proficiency or content learning (Macaro et al., 2018), the potential role of EMI instructors in language development of learners (Block & Moncada-Comas, 2019), and whether the rapid increase of English in HE is something to worry about (Phillipson, 2015). In an attempt to better understand EMI phenomena within the specific context of the present study, the next section focuses on EMI in the Turkish HE.

2.3.2 EMI in the Turkish HE

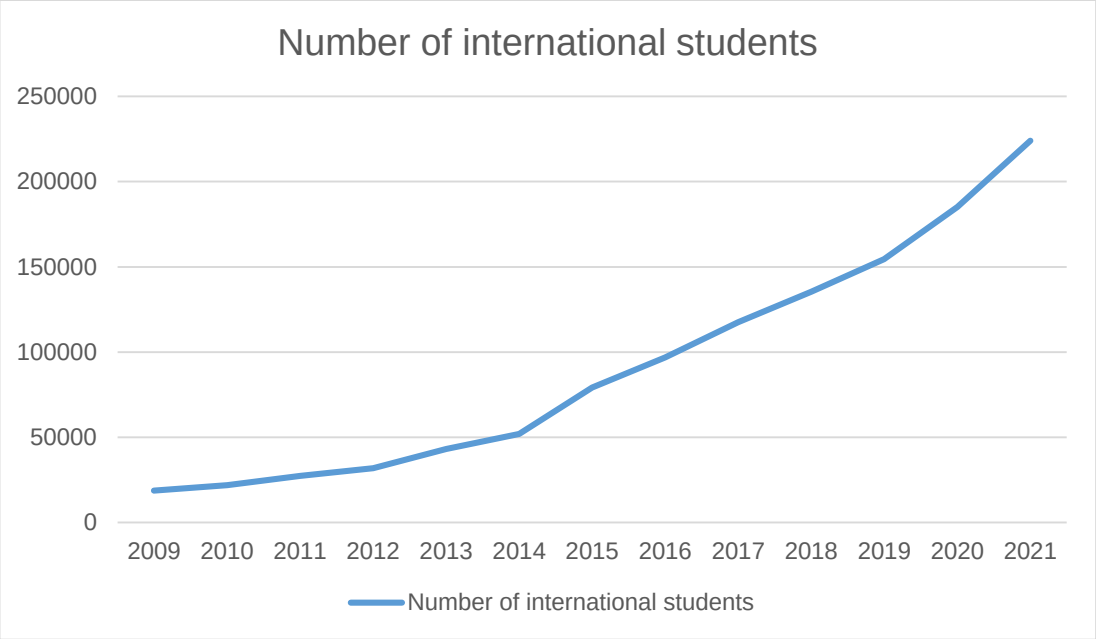
EMI is a wildly growing phenomenon in the Turkish higher education system, particularly among private HE institutions which have recently boomed in numbers. The form of EMI offered is quite variable across universities and programs. While

some universities solely offer EMI programs, some others offer a mix of English and Turkish medium programs. Moreover, in some universities, there are also partially EMI programs in which 30 percent of the courses are offered through the medium of English. Until very recently 50% and 70% EMI programs were also available options.

The increasing popularity of EMI in Turkish tertiary education has become more prominent in the last decade. In 2014, Arık and Arık reported that a total of 846 EMI programs were available at bachelor's level in the 164 HE institutions in Turkey. As of May 2021, in the 207 Turkish HE institutions (74 of which are private universities), there are 1382 programs taught entirely in English and 421 programs partially in English at the bachelor's level (Council of Higher Education, 2021a). The increase in the number of universities is remarkable, but the increase in the number of EMI programs is even more remarkable. It should also be noted that universities in Turkey have the freedom to decide on the number of EMI programs they can offer (Dearden, 2014).

International HE is a growing market and the Turkish universities are very interested in having a share in it (British Council & TEPAV, 2015). Turkey has been a part of the Bologna Process since 2001 and has been exchanging students with European countries. EMI in HE has generally been encouraged by the Turkish government as a policy in the process of complying with the European Union (Arık, 2020). Moreover, recently Turkish universities have been attracting students beyond Europe, particularly from the Middle East, African, Arabic and Turkic countries. Figure 1 below shows that the recent significant increase in the number of incoming international students to Turkish universities cannot be overlooked. It is striking that

not only the number of international students increase, but also the rate of increase gets larger.



Note: Adapted from the information provided on Council of Higher education (2021b) website https://www.studyinturkey.gov.tr. Retrieved on 07.11.2021.

Figure 1 Number of international students across years

During the 2020-2021 academic year, for example, more than 220 thousand international students came to different HE institutions in Turkey (Council of Higher Education, 2021b). Table 2 below shows the top countries from where these students came. English serves as a common language among these visiting students and the local students who are in EMI programs.

Apart from internationalization concerns, the institutions are also motivated to offer EMI programs since it is on demand by the local students. There are various reasons for students to study in English programs. For example, a survey among more than 4300 university students in Turkey reveals that students are primarily

motivated to study English for such reasons as occupational opportunities, studying abroad, travelling, passing exams, following the courses in their university

Table 2. Top countries of 2019/2020 academic year from where international students come

Country of origin	Number of students
Syria	37236
Azerbaijan	21069
Turkmenistan	18016
Iraq	9752
Iran	8776
Afghanistan	7517
Somali	6104
Germany	4637
Yemen	4386
Egypt	4109
Jordan	4043
Bulgaria	3688
Palestina	3145
Greece	2874
China	2399
Pakistan	2386
Kazakhstan	2349
Nigeria	2208

Source: Council of Higher Education (2021c). Retrieved May 23, 2021, from https://istatistik.yok.gov.tr/.

and performing other academic activities (British Council & TEPAV, 2015). Similarly, Kırkgöz (2005) reports that students studying in various EMI programs in a Turkish state university rated occupational concerns as their primary motivation, which was followed by educational reasons and becoming a part of the English-speaking community. Very similar results are also reported by Macaro and Akıncıoğlu (2018) based on a survey conducted in 18 universities in Turkey.

However, EMI in the Turkish context has also been associated with a number of disadvantages. For example, Kırkgöz (2005) found that students experience problems such as a decrease in learners' capacity to catch details, grasp general

concepts, think critically and self-express, as well as shallow learning and alienation feelings from the language and culture. Macaro and Akıncıoğlu (2018) also report that students experience difficulties in carrying out various academic tasks because of EMI, which, for example, include following EMI lessons, understanding materials, and many other difficulties related to learners' vocabulary, reading, writing, speaking and listening skills. Referring to similar problems regarding the implementation of EMI, İnal et al. (2021) draw attention to the need for quality assurance in Turkish HE institutions offering EMI programs.

Universities offering EMI programs in Turkey are required to offer a preparatory language education which usually takes one academic year for students to complete and proceed to their departments (Kırkgöz, 2009). Students need to prove their level of proficiency in academic English via institution-based or international examinations before they can move to departments. However, even when they complete the preparatory language education, their proficiency can still be lower than required to study through the medium of English (Dearden, 2014). A further and less prominent concern regarding EMI has been an ideological one. Selvi (2014) suggests that there has been a tension in Turkey between ideas in favor of EMI and national ideologies that see English as a danger for mother tongue and Turkish culture. The anti-EMI approaches are even sometimes carried to extreme points embodied as hostile attitudes towards English language (Selvi, 2020).

Despite the opposing views and the reported difficulties EMI creates for learners in Turkey, it seems that English as a medium at tertiary level education will keep growing for the foreseeable future. The main reason for this trend seems to be the fact that EMI both enables HE institutions to attract students from other countries and also provides local students with opportunities of global mobility (Alptekin &

Tatar, 2011). This brings the discussion to how English is perceived and used in universities that offer EMI and accept international students, i.e., international academic contexts.

2.3.3 ELF and HE context

As Mauranen (2012) puts it, the academic HE environment is "inherently international" (p. 1), and academic affairs are based on exchanging ideas and knowledge at a global scale in complex, elaborate and refined ways. Furthermore, the recent increased academic mobility has paved the way for university campuses populated with students and teachers from diverse nationalities and cultures (Jenkins, 2014). Obviously, English has largely established itself as the lingua franca of such multilingual and multicultural academic environments.

Although EMI is a key element in the process of internationalization of HE institutions (Jenkins, 2014), native speaker norms cannot account for how L2 users of English overcome complex communicational tasks required in international academic environments (Mauranen, 2012). Therefore, this section probes into why and how English used in international HE settings should be approached from an ELF point of view.

2.3.3.1 Situating ELF in academia

ELF naturally becomes a part of EMI in international academic contexts due to a set of reasons.

As also stated above, the primary reason to perceive the E in EMI as ELF is that such settings are typical examples of ELF encounters where students and teachers with different linguistic backgrounds come together (Jenkins, 2014; Murata,

2019; Murata & Iino, 2018; Smit, 2018). This means that students and teachers will refer to English not only for teaching and learning but also for other interactional purposes around the campus (Jenkins, 2019). Dafouz and Smit (2020) emphasize the multilingual nature of HE settings where, although the language of education is indicated as English, other languages are also naturally involved in the process. In other words, English is a medium available for multilingual individuals in such settings, rather than a target. Therefore, use of English in academia is naturally a multilingual activity. Furthermore, linguistic conventions in academia are later learned socially in the academic community, irrespective of one's being native or nonnative speaker of English (Mauranen, Perez-Llantada & Swales, 2021). Both native and nonnative individuals are involved in communicational activities in academic settings. Therefore, English used in academic settings should be conceptualized under ELF, rather than a particular national variety (Mauranen et al., 2021). As a matter of fact, nonnative users of English are in majority in EMI contexts in Turkey. While most of these L2 users of English have Turkish as their mother tongue, some of them come from very different regions such as African, the Middle Eastern, Arabic and Asian countries.

The second important issue is the multicultural face of international HE settings. Baker (2016), for example, has recently brought this issue to attention in relation to the ELF and EMI concepts. He suggests that everyone involved in academia is a rightful owner of English; therefore, transcultural environment and ELF use need to be understood as important aspects of EMI in international HE settings (Baker, 2016). Durant and Shepherd (2009) give an example of a HE setting in the UK where the majority of students are bi/multilingual and draw on knowledge of various cultures and communication procedures while interacting with each other,

which is partly shaped by their familiarity with how culture and language work in international environments. As the HE institutions get more internationalized, the diversity of culture is expected to increase on university campuses. Although the majority of student and teacher bodies of universities in Turkey still come from more or less similar cultural backgrounds, the multicultural composition of EMI campuses is increasing, which makes the use of English in these settings a multicultural practice.

The third intersecting point between ELF and EMI relates to the issue of justice. Justice and equality of varieties is one of the important underpinnings of WE and ELF perspectives, which protest against the deception of native speaker superiority (Holliday, 2006). The default expectation that students and instructors should comply with native speaker norms in academia puts L2 users at disadvantage (Jenkins, 2019). Such injustice, for example, reveals itself in language assessment practices based on NS models (Jenkins, 2014) as well as a blindness to the extra effort ELF users have to spend to be able to function in a NS-oriented EMI context (Jenkins, 2019). For example, based on interviews, Jenkins (2014) reports that international students studying in the UK found NNS instructors and students easier to communicate with, compared to NS instructors and students who were less empathetic with NNSs and had less cross-cultural awareness. The students also mentioned how speaking English as L2 required them to spend more effort and time to achieve similar amounts of work with NSs (Jenkins, 2014). Although NSs of English have a small presence in the Turkish HE context when compared to NNSs, the expected linguistic performance is still implied to be based on NS varieties, primarily via the language examinations (e.g., TOEFL and IELTS) that students and the instructors need to take to be able to take part in the EMI community.

EMI contexts with ELF users from diverse backgrounds require an academic environment that can respond to the needs of these users, both students and staff. Nevertheless, the universities do not seem to take into account the international characteristics of their students, and the expected English variety in these contexts are automatically based on native norms without giving any consideration on the issue (Jenkins, 2014, 2019). The default assumption of NS English as the expected variety seems to be also shared by students. Murata and Iino (2018) suggest that Japanese students who are introduced with EMI at university tend to have NS oriented views and do not consider themselves as owners of the English language, which, according to the authors, emanates from their prior experiences of language learning and the NS norm-based language tests that they have to pass on their way to the tertiary education. The situation seems to be very similar in Turkey in terms of student experiences of English learning at various levels of education as well as assessment practices. Those involved in ELF interactions in an academic setting, on the other hand, may develop an awareness of how English is used differently in such settings from an ENL context. For example, Hynninen (2016) reports that students and teachers in the Finnish HE context could have different notions of correctness based on the context. While students have a notion of correctness based on ENL in certain contexts, they also have a notion of what is normal and to be expected in ELF contexts. Similarly, teachers also have a dynamic notion of correctness that changes between ENL norms and what is adequate depending on the context (Hynninen, 2016). However, Hynninen (2016) also adds, instructors of English, even if they accept communicatively acceptable forms as central in EMI settings, largely see native norms as superior English.

Eventually, ELF is a salient aspect of international academia. In contexts where communicational efficiency cannot be tied to a particular variety of English, competent ELF users will be the better communicators, for whom a particular NS variety might be of little significance or a "sociolinguistic irrelevance" in Brumfit's terms (Brumfit, 2004, p. 167).

2.3.3.2 Studies on ELF in academic contexts

Characteristics of ELF in academia (ELFA) was first addressed by Mauranen (2003) who started a corpus-based project of academic English in lingua franca contexts. The ELFA project is mainly based on a spoken corpus of English used by ELF speakers in two universities in Finland. The corpus is composed of one million words and the recordings were done in contexts such as lectures, seminars, conferences and thesis defenses (Mauranen, 2012). The corpus covers a variety of disciplines, and NS talk consists of five percent of it (Mauranen, 2012). Over the years, the researcher investigated ELFA from multiple aspects including morphosyntactic features and pragmatic strategies (Mauranen, 2006, 2012, 2015). In this section, Mauranen's ELFA research as well as relevant findings on the issue by other researchers are summarized.

Firstly, it has been shown by Mauranen that speakers in an academic ELF context display certain definable linguistic characteristics. For example, a comparison of ELFA corpus and Michigan Corpus of Academic Spoken English (MICASE) which is based on NSs revealed that the most frequently used words are very similar in both corpora. To illustrate, the words "the, and, you, of, that, to, in, I, is" are among the top ten frequently used words for both ELF and native speakers in academic contexts (Mauranen, 2012, pp. 81- 84). Furthermore, the top 200 words in

the two corpora both account for about 68% of all the tokens in their corresponding databases. Another observation regarding lexical characteristics of ELFA is instances of approximation, emerging from meaning and form relationships, which usually results in successful communication since the speakers usually understand approximations to a given target (Mauranen, 2012).

A second distinguishing feature of ELFA concerns morphosyntax. Mauranen (2012) reports that ELFA follows NS grammar norms in general terms, but also frequently differs from NS speech in terms of various grammatical aspects such as use of prepositions, connective words and determiners among other things. To illustrate, one prominent difference between ELFA and MICASE in terms of prepositions lies in the use of *in*. This preposition seems to have an expanded scope of use for ELF speakers and is used when referring to both places and time. Another example is the use of prepositions where they are usually not used in MICASE, for instance, using *about* after the verb *discuss* (Mauranen, 2012). Regarding the use of suffixes in ELFA, for instance, Mauranen (2012) observes that the third person singular *s* and the plural *s* might be missing in places where they are expected. ELFA also presents processes of simplification on forms by speakers, for example turning irregular verbs into regular forms (e.g., *teached* instead of *taught*) or pluralizing nouns that do not normally have plural forms (e.g., *furnitures*) (Mauranen, 2015, p. 39). Mauranen (2012) generally concludes that the non-standard grammatical features observed in ELFA might be manifested in the form of simplifying, diversifying or inventing forms, which resemble non-standard speech by NSs at times or learner language at others, but these non-standard forms are usually not paid much attention by interlocutors.

In terms of word combinations that frequently appear together in speech, the comparison between MICASE and ELFA reveals a large resemblance between the two databases. However, Mauranen (2012) suggests that ELFA presents more variability in the use of word combinations, and even new usages that appear to have a certain level of systematicity across independent speech events. For example, while the word sequence “a few words about” appears in the same manner in ENL data several times, there were different versions of it in ELFA data such as “few words about” and a new version of it specific to ELF speakers such as “some words about” (Mauranen, 2012, pp. 153 -154).

A further feature of ELFA was found as the explicitness of discourse, which, according to Mauranen (2012), is due to the extra attention ELF speakers pay during interaction to achieve mutual understanding. The researcher suggests that speakers compensate for the variable and uncertain nature of ELF communication with the extra explicitness they bring to interaction. The explicitness is ensured via a number of strategies such as guiding expressions as metadiscourse strategies to draw attention to certain parts or aspects of speech (e.g., *my point is* or *so you’re saying*), speech organizers at local level to help listeners better follow the message (e.g., rephrasing) and making an element or a topic in speech more salient by changing its location in sentence (Mauranen, 2012, pp.168 -198).

Research on other communicative strategies used by ELF speakers for the purposes of higher explicitness is not rare. Björkman (2014), for example, examined the pragmatic strategies used in an EMI setting in the Swedish higher education context. The analysis of the recordings of content lessons and discussion sessions revealed that ELF speakers used a variety of strategies including comprehension checks, paraphrasing, repetitions, seeking confirmation and requesting clarification,

all of which could be interpreted as different strategies to increase the explicitness during interaction (Björkman, 2014). On the other hand, Kling (2015) revealed that referring to notes in mother tongue and to visual aids were among the compensatory strategies employed particularly by instructors.

While ELF speakers clearly have some distinct interactional characteristics compared to NSs, and therefore should be evaluated on their own right, the mainstream approach in international HE contexts seems to be quite different from this. The existence of other languages in EMI contexts is usually overlooked and the expected English is mostly NS oriented (Jenkins, 2014; Kirkpatrick, 2014). Moreover, the teachers and students involved in EMI usually assume NS variety to be the medium of instruction by default, expecting conformity to NS norms in EMI settings (Jenkins, 2014).

A further issue regarding ELF in academic settings concerns multilingualism and translanguaging. The most recent theorization of ELF conceptualizes it under multilingualism, or more precisely, an aspect of multilingualism (Jenkins, 2017). The existence of ELF depends on multilingual and multicultural English speakers, which makes ELF a consequence of multilingualism (Jenkins, 2017). It has been widely accepted that we cannot conceive multilingual individuals as multiple monolinguals in the same body (Grosjean, 1989). Bilingual or multilingual speakers usually have different levels of competences in different languages and the uses of languages are also usually variable across domains of life (Grosjean, 2012). Multilinguals are defined as speakers with the knowledge of more than one language (Council of Europe, 2001, p. 4), and the term multilingualism can refer to characteristics of both individual language users and a group of speakers as a society (C. Baker, 2001).

It is broadly accepted that multilingual speakers have a unified linguistic repertoire, rather than independent knowledge of languages, and they put this unified knowledge into practice depending on communicative needs (Canagarajah, 2011a). Multilingualism in various forms is a widespread phenomenon. Actually, Canagarajah (2011a, p. 4) indicates that "[e]ven the so-called 'monolinguals' shuttle between codes, registers and discourses". Jenkins (2015a) in her recent discussion about how to reconceptualize ELF, suggests that English language is available for multilingual ELF speakers, but "not necessarily chosen" (p. 73), hinting the involvement of other languages in ELF interactions. This, of course, is directly related to the concept of translanguaging, a phenomenon that can happen only in multilingual contexts. Garcia (2009, p. 140) defines translanguaging as "the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential." Similarly, according to Doiz et al., (2013b) translanguaging means "the adoption of bilingual supportive scaffolding practices" (p. 218).

Translanguaging is not only relevant to speaking but also to writing (Adamson & Coulson, 2015; Canagarajah, 2011b). Canagarajah (2011b), for example, identifies a number of translanguaging strategies that a student used in his/her academic writings, including when to translaguage, how to bring one's own voice into his/her writing, and how to use various interactional techniques for better interaction with readers. Therefore, Canagarajah (2011a, p. 5) refers translanguaging as "a creative improvisation according to the needs of the context and local situation."

C. Baker (2001) explains a number of potential advantages of translanguaging. The author suggests that i) translanguaging may enable a deeper

level of learning because it requires understanding a topic in at least two languages, ii) it encourages developing one's academic skills in their both languages and improve the weak areas, iii) involvement of the parental language enables better parent support in their children's education, and finally iv) it may be strategically used to support the improvement of their L2 proficiency as well as the learning of academic subjects (C. Baker, 2001). However, C. Baker (2001) here seems to understand translanguaging more as a classroom practice where learners switch between codes. More recent conceptualizations of the concept, on the other hand, emphasize the transcending characteristic of translanguaging, i.e. languages are not viewed as separate categories (Baker, 2021).

Since multilingualism has now become a prominent feature of HE where multilingual individuals interact based on common linguistic resources (Smit, 2018), translanguaging becomes relevant in such EMI contexts because it has parallels with ELF (Baker, 2021). Although most of the time English is not clearly indicated by institutions as the only language to be used in EMI settings (Dearden, 2014), it is kind of a hinted expectation most of the time. For example, in an investigation of the linguistic diversity in a Turkish state university offering EMI, Karakaş and Bayyurt (2019) reveal that the information in the policy documents and on the university's website imply a native standard English as the expected language requirement. Interviews with three academic staff in the same study also reveal that the teachers are more concerned with students' comprehensibility rather than compliance with native norms, and they also show tolerance to occasional use of L1 (Karakaş & Bayyurt, 2019). In other words, translanguaging in multilingual HE settings usually does not comply with institutional policies that favor native modeled varieties and English examinations (Baker, 2021). Therefore, Baker (2021) suggests that teachers

in EMI settings should be encouraged to get critical about native English ideologies and become more aware of the multilingual composition in their environment and the potential role of other languages that coexist with English in such settings.

2.3.3.3 English language support in EMI universities

NS orientated ELT practices have long been taken for granted in language support units of Turkish EMI universities. Although ELF has extensively been discussed in relation to English language pedagogy in general, it has rarely been addressed particularly in relation to English language teaching practices in HE institutions offering EMI programs. The fading relevance of NS norms in most international contexts and NNS regional contexts (Alptekin & Tatar, 2011) should also hold true for multilingual EMI contexts. After all, the academic purpose behind English teaching practices in HE contexts does not sideline the fact that users are multilingual ELF speakers. Hence, global trends toward more multilingual contexts of education pose challenges for teaching of English, which cannot be simply solved by following a particular national variety (Mauranen, 2015).

Kuteeva (2020) questions the meaning of "E" in EMI, and explores how learners perceive English in EMI contexts. Based on data collected from regional and international students in the Swedish HE context, the researcher observes that students have different ideological approaches to the English language, including an ideology of standard varieties (particularly British), ELF and also English that is contextually practiced in the form of translanguaging in combination with Swedish. One particularly interesting observation in this study is that translanguaging practices may lead to a sense of exclusion for those who do not share the same mother tongue. The researcher concludes that although sticking to one standard variety is neither

necessary nor possible in multilingual EMI environments, acceptability of uses might change based on contexts. Moreover, NSs and NNSs of English usually value linguistic norms in some form, which, according to the author, can be negotiated. Therefore, Kuteeva (2020) suggests that ELF perspective in EMI contexts is most helpful with respect to pragmatic strategies, rather than variable uses of English. This is, in part, in line with Baker's (2016) proposal that we cannot talk about clearly defined pedagogical guidelines for ELF, but it is possible to interpret findings from ELF research in order to find better ways of equipping students with skills to deal with multilingual environments. Baker (2016) also notes that the increased movement across HE institutions lead to multilingual and multicultural contexts, and resources should respond to the needs of learners in such contexts.

In a recent discussion about the materials and resources that can be used for English language pedagogy in line with ELF, Bayyurt and Selvi (2021) draw attention to the fact that GE, and thereby ELF, should not be conceived as a method to teach English, but rather a perspective that involves a number of "macro principles" that govern and shape how the existing methods should be put to use through critically evaluating established ways of teaching (p. 77). The authors explain that GE perspective emphasizes communicative efficiency and does not idealize NS models, and therefore it encourages incorporation of multilingual resources of language users. Thus, although the communicative aspect of the methods stays the same, NSs are not shown as a reference model, and instead, the more inclusive group of ELF users are presented as a resource material to exemplify successful communication. They also add that the same perspective also functions like a filter for developing, choosing and adapting teaching materials. Hence, materials should be evaluated to make sure they represent the current use of English

around the globe, exemplify successful interactions in ELF contexts and diverse uses of English that reflect multicultural and multilingual characteristics of ELF (Bayyurt & Selvi, 2021).

A study conducted by Sahan (2020) in a Turkish university can also inform us about how the English language support at preparatory schools of HE institutions might be shaped to improve the efficiency of departmental courses. The researcher problematizes the kind of English language students are usually offered and what they encounter in English-medium content lessons. The study incorporates teacher and student interviews as well as observation of a series of engineering courses in order to examine interactional patterns during lessons. The results reveal that instructors and students usually prioritize communicative efficiency over NS norms and use code-switching between English and their L1 Turkish for meaning negotiation in the form of, for example, a lexical insertion or switching to L1 to be clearly understood when asking a question. Teachers also resorted to L1 when making critical explanations to ensure meaning negotiation, which, according to the researcher, sometimes also served as a strategy to draw the attention of learners. A further function of code-switching during the lessons was found to motivate learners to participate in the lesson. The researcher notes that users in English-medium lessons make use of shared bilingual resources in a collaborative manner, which exemplifies a typical ELF situation. Sahan (2020) concludes that language instructors preparing learners for EMI departments should incorporate ELF perspective in their practices in a way that reflects fluid language use and focuses on pragmatic strategies. Furthermore, the observed difficulty the students experience when trying to remember and use technical vocabulary in English is interpreted by the researcher

as an indication of the need to provide domain-specific linguistic support (Sahan, 2020).

Hori (2018) discusses a model of language teaching and assessment informed by Global Englishes framework. Although the participant students in Hori's study are not involved in EMI courses, they are involved in EFL courses in a Japanese university. The suggestions of the author are quite in line with the ones proposed by Bayyurt and Selvi (2021) above. Hori (2018) emphasizes three important points of her implementation, which are i) the fact that resources should increase communicative skills of students in ELF environments and enrich their linguistic repertoire in that respect, ii) the importance of raising transcultural awareness, and iii) the efficiency of how students put their linguistic resources into use in their own way. Each of these aspects are operationalized through various activities in Hori's study. For example, to improve students' ELF repertoire, the topic of greetings is addressed with respect to different cultures, or in order to give students a chance to perform in their own way, presentations on various topics are assigned to them. Hori also explains that assessment practices should respond to the three components of the education, i.e., linguistic resources, transcultural awareness and individual ways of putting linguistic and cultural knowledge into use. For example, being more tolerant towards i) variable phonological and grammatical uses, ii) coining new vocabulary items, and iii) using uncountable nouns as countable are among the suggested approaches regarding assessment. Finally, the author reports that students generally received the Global-Englishes-informed education well, and reported to improve their skills as "transcultural communicators" thanks to the education (Hori, 2018, p. 205).

In a forum on EMI in 2018, Coleman, Hultgren, Li, Tsui, and Shaw made some comments about EMI in relation to language education. For example, regarding a question on the place of translanguaging and code-switching in EMI contexts, Li expressed that EMI is a kind of ELF environment; therefore, we cannot assume individuals in EMI classrooms to be monolinguals, and should consider that translingual practices can increase learning potential (Coleman et al., 2018). Tsui suggested that, in an EMI environment with different L1s, students might be assigned reading texts in their own mother tongue, and then talk about it in English, which can improve their L2 skills as well as content knowledge. With a similar concern, Hultgren suggested that, in order to avoid exclusion of students who do not share the same L1, students might be encouraged to participate in class discussions of concepts referring to their own L1s in a contrastive manner, which potentially can improve content knowledge and cross-cultural awareness. Regarding another question on the role of language support in EMI contexts, Coleman and Hultgren suggested that collaborative practices (for example, regarding setting goals, evaluation methods, and material preferences) between language instructors and content teachers would yield good outcomes although it is quite challenging to develop such cooperation (Coleman et al., 2018). Overall, these suggestions have important implications for ELT practices in EMI institutions because they could be implemented in language support classrooms, particularly the ones regarding translanguaging. Indeed, a previous study conducted with EMI instructors in three prestigious universities in Turkey revealed that instructors tend to be supportive of use of mother tongue by students in certain cases and they see some benefits in that, such as increased clarity and fairness towards students (Karakaş, 2016).

Regarding the kind of language education to be offered to learners in EMI institutions, there seem to be a variety of implementations across different contexts; however, the advantages of discipline specific academic English are usually appreciated by scholars (rather than no explicit linguistic support or a mere focus on general academic English) (Baker, 2021; Galloway & Rose, 2021). Therefore, language instructors in EMI institutions should be provided with teacher education accordingly, namely a focus on the linguistic skills (beyond vocabulary) required in particular disciplines to enable students to carry out tasks in an academic environment and to communicate using English for a variety of purposes (Galloway & Rose, 2021). To this end, Galloway and Rose (2021) draw attention to the importance of area-based analysis of learner needs and the ultimate aim of producing qualified English-speaking labor for the global market. Baker (2021) emphasizes the importance of teacher education in multilingual EMI contexts with a specific focus on raising awareness regarding ELF in academic environments, the implications of multilingualism, and the functions of translanguaging. This is seen as critical in order to provide relevant linguistic support for learners preparing for EMI (Baker, 2021). In contexts where EMI is gaining momentum, there is need for further research into the nature of language support required for learners from various backgrounds (Galloway & Ruegg, 2020).

2.4. Summary

EMI in HE is a growing phenomenon all around the globe, and the Turkish HE context is no exception to this. To be able to enroll in an EMI program, university students in Turkey are either required to provide a proof of English proficiency by taking mainstream language examinations, or they have to receive language support

for usually two semesters before taking the exit examinations. The one-year-long language support students are required to go through is supposed to prepare them to take EMI courses in increasingly multilingual classrooms where NSs have little or no presence. On the other hand, English preparatory schools of universities in Turkey usually follow a strictly NS-based normative curriculum, which is evident in the required examinations to skip or complete the prep school such as TOEFL and IELTS (Jenkins, 2014, 2020), or in-house examinations that mimic the former two, and the NS-based teaching materials to teach for the tests. The actual needs of learners in multilingual EMI contexts are usually overlooked for the sake of standard varieties of English (Newbold, 2015, 2018). Not only students, but also lecturers and administrators are usually overly concerned about NS norms and they reflect this in their perceptions of different accents of English, appropriate course content, and assessment practices (Murata & Iino, 2018).

Jenkins (2014) suggests that expecting individuals in an international HE environment to imitate the academic norms of one English-speaking NS community is not acceptable. The ELF users in international HE contexts are multilinguals and this should mean that English cannot be the only language used in such contexts (Jenkins, 2019). Students in EMI programs come from different linguacultural backgrounds and they should be equipped with strategies to cope with diversity (Baker, 2016; İnal et al., 2021). Czier and Kontra (2012) consider that offering students ESP within a frame of ELF with a focus on communicative and accommodative strategies in order to prepare them for communication with other ELF users can help them achieve higher in their academic pursuits. An ELF approach in academic contexts, for instance, involves worrying more about effective communication and the quality of content, as opposed to conformity to particular sets

of native norms (Llurda & Mocau, 2019). To this end, İnal et al. (2021) draw attention to the importance of raising awareness of learners and teachers regarding the fact that English functions as the lingua franca of academia, both in Turkey and elsewhere, and therefore, students need to develop linguistic skills that would be useful in such cosmopolitan environments as international universities.

This section provided a survey of literature regarding the background to the study. The following section explains the methodology used to investigate the questions under focus.

CHAPTER 3

METHODOLOGY

This study aims to explore English language instructors' understanding of ELF pedagogy and their preferences to put this understanding into action, as well as learners' standpoint in relation to ELF and their feedback for a series of lessons prepared by their instructors in the context of pre-faculty language schools. Specifically, the following research questions were formulated.

I. To what extent are language learners at higher education institutions aware of ELF, and what are their linguistic aims in this respect?

II. How do instructors conceptualize the relationship between ELF and ELT?

III. In what ways do instructors prefer to incorporate ELF/EIL in their teaching practices after an online ELF training, in terms of

   a. methods,

   b. aspects of ELF, and

   c. skills?

IV. How do instructors evaluate their experiences regarding ELF-aware teaching?

V. How do students receive the lessons prepared by their instructors?

In the course of exploring these issues, as in any other scientific inquiry, every choice made and every assumption held reflect a certain way of viewing the world and reality. This chapter provides detailed explanations regarding the assumptions held in this particular study, the general worldview adopted, and the particular stance of the researcher in relation to the research topic. It also presents the design and the

participants of the study, the tools of data collection, and the procedures followed in the course of data collection and analyses.

3.1 Philosophical approach

There are different ways of understanding the world and making sense of various phenomena surrounding us. One can hold one of many possible views, from adopting a rather positivist approach and trying to discover the truth that is already out there to questioning the whole reality of the world as we know and philosophizing whether we live in a computer simulation (Bostrom, 2003). Corbin and Strauss (2008) emphasize how entangled and interconnected things are in nature, and hence straightforward accounts of complicated incidents are indeed misleading, since only with sophisticated means can we make sense of experiences and disentangle state of affairs. Understanding such intricacy is a quest and almost an unachievable goal; therefore, what researchers should aim to do is getting closer to understanding it as far as possible (Corbin & Strauss, 2008). A qualitative orientation to ontology accepts the complexity of the world and the subjectivity of reality, thus researchers aspire to understand these multiple realities and gain different perspectives (Creswell, 2007).

The epistemological approach to knowledge in this case is predominantly about better understanding the world of the participants, which requires getting involved in their environment and drawing near them to the largest extent that circumstances allow (Creswell, 2007). As Merriam and Tisdell (2015) put it, interpretive approach is quite frequent in qualitative inquiries, and “reality is socially constructed”, which denotes that “multiple realities” can coexist and things can be legitimately interpreted in different ways (p. 9). As opposed to the positivist

approach of discovering the singular truth that is already out there, "[q]ualitative interpretations are constructed" and these constructions, or in other words interpretations, might be multiple (Denzin & Lincoln, 2005, p. 26). In this understanding, the knowledge is constructed in a social frame, and therefore, it is referred to as social constructivism (Creswell, 2007).

In the social constructivist approach, the researcher aims to make sense of the subjective realities of people who construct their own interpretation of things through social interaction, and looks for suggestive regularities in an inductive manner (Creswell, 2007). Although this particular study hinges on other approaches as well to acquire knowledge, such as "normative approaches" in which the reality (sometimes an "abstract" one) is defined by describing the consistency of multiple measurements (McDonough & McDonough, 2014, p. 48), it mainly adopts a constructivist perspective. In this respect, it focuses on the social interactions and the contexts they take place in so as to make sense of the processes under investigation, and in the course, it is admitted that all interpretations are another instantiation of making sense of events based on the researcher's worldview and background (Creswell, 2007). The following section provides detailed information regarding the researcher's background and position.

3.2 Researcher's stance

The potential influence of the researcher on the research process and the interpretation of findings is an issue that needs to be addressed. It is impossible to act like a totally objective agent since we cannot simply detach our work from our beliefs and previous experiences (Bogdan & Biklen, 2007). According to Merriam and Tisdell (2015), acknowledging your position as a researcher is an act of honesty,

and such honesty contributes to the overall credibility in a study. By revealing their stance and any bias they might have, the researchers can enable the consumers of the research to be aware of the point of views through which they interpret the findings (Merriam & Tisdell, 2015). Bogdan and Biklen (2007) state that the aim of such reflection on one's position does not aim to remove or neutralize subjective perspectives. Instead, the authors add, it is intended to create an awareness of how the researcher's position adds richness to and frames the research, and in turn, how the course of inquiry develops and shapes the researcher.

This study focuses on EMI context in Turkey from an ELF perspective. As a researcher, my choice to focus on this research topic within this context was influenced by the views of respected ELF and WE researchers in the field (e.g., Dewey, 2012; Jenkins, 2014, 2017; Seidlhofer, 2001, 2011). Therefore, my views regarding English language and English language pedagogy are in line with the views of these researchers. I position myself more on the side of post-method (Kumaravadivelu, 2001) and post-normative (Dewey, 2012) approaches to language teaching, hence I am critical about norm-centered views of ELT. However, I should also note that I received the primary and secondary education at state schools in a context that directly runs against my decentered views about ELT. I did not receive any kind of language education support during my undergraduate and graduate years, and I took a few courses from lecturers who were native speakers of English. I first became familiar with ELF and WE research through the two socially oriented graduate courses I took during my Master's education. I have grown more interest in the topic through the years and finally decided to pursue my doctoral research in this field. Despite the fact that I put all the efforts to remain neutral during all the processes of this research (see Section 3.8 where I discuss validity and reliability

measures below), my orientation might have influenced my approach to participants and interpretations of data during the course of this study.

Persuading the participants to change their views or to behave in certain ways was not part of this research at any point; nevertheless, during data collection, my position might have been reflected on the process in various ways. A series of measures were taken to ensure the neutrality of the tools used for data collection, such as extensive feedback from experts who encouraged me to reflect on neutrality in the course of preparing questions for the interviews and statements for the survey. However, it is still possible that the participant instructors and students displayed attitudes in line with the researcher's expectation since, for example, the instructors probably knew my orientation and research aims. In order to prevent such an unintended effect on the participants, they were clearly informed that the most important thing that would serve the purposes of the research was that their words and behaviors reflect their true views.

It should also be noted that I, as the researcher, am bound by my personal point of view when attaching meaning to the findings obtained in this research. Furthermore, I also accept that my views were influenced by my experiences throughout the study. For example, through my interactions with the instructors, I became more aware of how they feel about their institution and their students. Their views on institutional challenges and what their students prioritize might have had an impact on my views and position, and therefore how I interpreted their words and actions. Again, certain measures were taken to avoid subjective judgments such as careful and iterative examination of data, and consulting to second eyes, yet ultimately all the inferences drawn and all the arguments developed are mainly personal interpretations of the researcher.

3.3 Design of the study

From a methodological perspective, this study has a mixed-method design, and makes use of a combination of qualitative and quantitative techniques (Creswell, 2014). Creswell (2014, p. 215) states that while the prior techniques, i.e., the qualitative ones, bear "open-ended data", the latter techniques, i.e., the quantitative ones, bear "closed-ended data" for answering the research questions, and the strength of the mixed-method designs is due to the synthesis of two kinds of data collection and analysis, which enables to better penetrate into the phenomena being studied. Mixed designs have developed as a recent practice in research, with the rationale that the aim should be pursuing the research inquiry to reach answers irrespective of the type of methodological approaches it takes (Teddlie & Tashakkori, 2009). Teddlie and Tashakkori (2009) state that combining story-based and statistical data could be seen as a purposive and useful approach since it benefits from both constructivist and positivist/postpositivist perspectives.

A mixed method, or multi-method, design was preferred in the current study because its goal is to achieve an in-depth understanding of the research context from an ELF perspective, in which case data of both numerical and qualitative nature is highly important and can be merged to draw a more accurate picture. As previously indicated, this study mainly has a social constructivist perspective; however, its mixed design nature makes it stronger because it uses statistical methods as complementary to the qualitative methods. It combines the qualitative approaches of classroom observation and interviews with a statistical survey component. Since the two types of methods were parallelly used in this particular case, it could be seen as an example of "parallel mixed designs", as opposed to "sequential mixed designs" in which one component of the study follows or depends on the other (Teddlie &

Tashakkori, 2009, p. 26). Using multiple methods and using multiple sources of data within methods is also associated with a research technique called triangulation which means that "an issue of research is considered […] from (at least) two points or perspectives" (Flick, 2018, p. 445). The issue of triangulation is further discussed under the reliability title at the end of this chapter.

The current study also has a case study design. A case is usually defined as a bounded entity, with definable limits in terms of temporal and physical scope (Gerring, 2006). Merriam and Tisdell (2015) conclude that what makes a study a case study depends on the unit under investigation rather than the subject matter, which means that the borders of the unit should be confined and definable. Hence, choosing a particular case to study mostly depends on certain criteria such as certain characteristics of human participants regarding psychological status or language abilities, which subscribe them to specific groups on various dimensions (Duff, 2008). Yin (2009, p. 18) defines a case study as "an empirical inquiry" which explores a problem or situation in "its real-life context", and emphasizes that such inquiry depends on data from plural sources. Yin (2009) also explains that case studies usually deal with "how" and "why" questions (p. 28), and might differ from each other in nature, for example, some case studies' concern might be to "explain" or "describe" a phenomenon, while others' focus might be to "illustrate" an issue or to "enlighten" how an intervention works out (pp. 19-20). In a similar line, Schwandt and Gates (2018) suggest that case studies can be employed for descriptive purposes, creation or verification of hypothesis, and building normative theories; furthermore, a case study can serve to one of these as well as a combination of them. It is also possible to combine more than one method in such designs, for instance surveys can

be employed as part of a case study to gather more superficial but larger evidence that contributes to the main study (Gerring, 2006; Yin, 2009).

The current study is exploratory and interpretive in nature since it aims to explore a certain phenomenon with an interpretive approach, and takes the case of ELT in preparatory language schools in Turkey as its focus. Sampling individuals from a number of higher education institutions, it attempts to conduct an in-depth investigation of a limited number of cases with the aim of seeking answers for a broader scope, but not generalizing in a traditional sense (Gerring, 2006).

In summary, this study focuses on a specific case regarding English language education at tertiary level in Turkey, it parallelly uses a number of qualitative and statistical measures, and it merges findings from these sources in order to come up with an interpretation. A visual representation of study design is presented below (Figure 2).

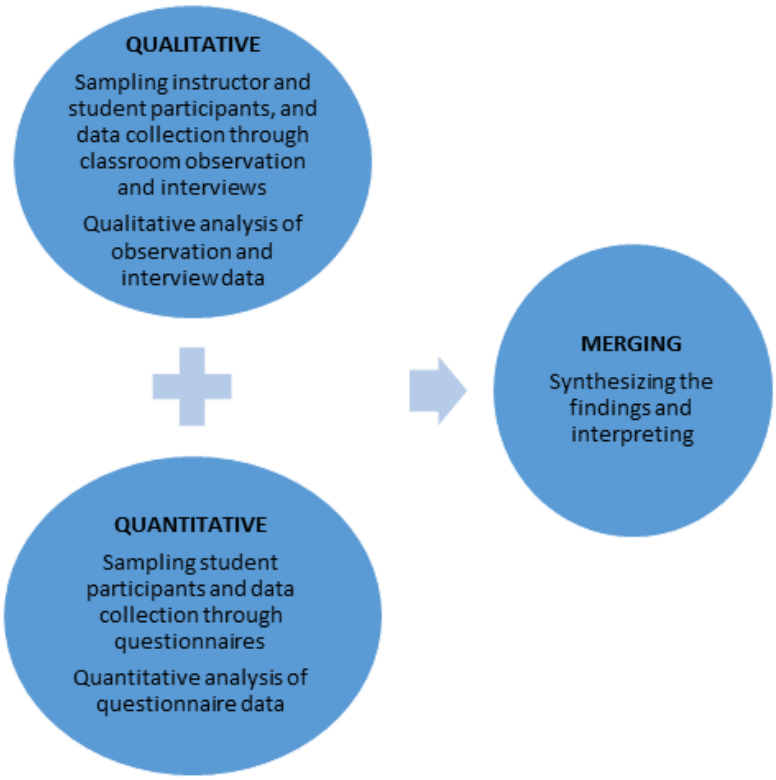


Figure 2 Design of the study

This mixed design best served to the purposes of the study since it benefited from quantitative techniques where a larger amount of data was needed, and it also benefited from the depth of case study design that allowed to explore potential ways of conducting ELF-aware lessons, and investigate the effectiveness of the process.

3.4 The setting

As of June 2020, there are 201 universities in Turkey, 129 of which are state institutions while 72 are private institutions. According to the information retrieved from the website of the Council of Higher Education (2020) on June 2020, a total of 8159 programs are offered in these 201 universities. Of this large number, 1259 are offered entirely in English, and 415 are offered partially in English. The setting of this study is preparatory language schools of universities that offer education through the medium of English in Turkey. Two groups of higher education institutions were sampled for various parts of the study. For instructor interviews, student interviews, and classroom observations, five private universities around İstanbul district were chosen. The survey component, on the other hand, was conducted in multiple private and state universities in İstanbul, Ankara, and İzmir. The first and the second group of universities were different institutions, except one private university which took part in both groups. Therefore, although the setting of the study was a specific one, i.e., preparatory schools of universities that offer EMI, the sites where the study was conducted were multiple, thereby triangulated. Triangulation of sites adds to the transferability of the findings (Merriam & Tisdell, 2015).

The first group of universities comprise five private institutions. As for the place of EMI in these five institutions, the first one (henceforth University 1, U1) was founded in 1998, and it offers mostly EMI programs with the exception of a few

programs in the faculty of health sciences. The second institution (U2) was founded in 2008, and it offers mostly entirely English programs such as sociology, philosophy, business and computer engineering while some programs have English and Turkish versions such as psychology, industrial engineering and architecture. The third one (U3) was founded in 2010, and it offers a number of programs with 30% English such as biomedical engineering, computer engineering, construction engineering, architecture and psychology. The fourth institution (U4) was founded in 2010, and offers education through the medium of English, Turkish and Arabic. While there are programs taught entirely in English such as food engineering, business, international trade and finance, others are offered with 30% English such as sociology, software engineering and economics. The final institution (U5) was founded in 2015, and it offers education in English and Turkish. Some of these programs are only in English such as computer engineering, mechanical engineering, medicine and sociology, while others are offered with Turkish and English medium as separate options, such as medicine, architecture, psychology and nursing.

The preparatory language schools of these universities, as in many other institutions, offer language support for students as a preparation for the departmental education which is fully or partly delivered in English. Students need to prove their level of proficiency with a score from such exams as IELTS and TOEFL, or the exams given by the institutions themselves. Otherwise, students are required to attend language courses for one to three semesters in prep schools. Those who fulfil the proficiency requirement at the end of prep school education are allowed to move to their departments.

All five institutions in this study offer an English language education that can be best framed as General Academic English or English for Academic Purposes

(EAP). This was not only obvious in the materials used and examinations for which instructors prepare their students, but also explicitly expressed by the participating instructors. U5 was the only exception in the sense that one instructor there reported that some departments (not the preparatory school) were offering EAP for specific purposes for students in mostly medical areas such as medicine, nutrition and dietetics, and physiotherapy. The same instructor also reported that she had taught several courses of this kind for various departments. These courses were separate from the language education offered by the preparatory unit and were usually enriched with domain specific vocabulary along with a focus on traditional four skills.

The rationale behind choosing these institutions was that they were all heavily involved in EMI, and rigorously advertised themselves as being international and having EMI programs at the time of the study. Therefore, in that sense, they are typical examples of the recent trend among Turkish universities that offer EMI, especially those recently founded in big cities of Turkey. They are also all situated in İstanbul, which made it physically practical to visit the preparatory language schools of these institutions for the classroom observations and the interviews with the instructors and students.

3.5 Participants

Three groups of participants took part in this study. One group comprised language instructors working in language preparatory schools of various universities, and the remaining two groups comprised students studying in the same context.

3.5.1 Language instructors

A total of 12 language instructors working in different HE institutions participated in various parts of the study. The sampling method was a combination of purposive and convenience sampling. The instructors were reached through a network of professional contacts who were academically involved in ELT in various higher education institutions, but the participant characteristics needed to meet certain criteria. Therefore, the participants were voluntary instructors who were approached through colleagues' contacts and informed about the study. Out of the initial pool of contacted instructors, 12 accepted to take part in the study after their institution granted permission for the research (see Appendix A for sample permission letter). As stated above, when looking for potential participants, a set of criteria were taken into consideration. The target cases were non-native instructors working in preparatory schools of universities that offer EMI. Since the study incorporated an education component, looking for voluntary instructors meant that they were willing to receive an education on ELF, therefore open to the idea of learning about ELF-aware pedagogy. Another criterion was that the cases needed to have a certain level of experience in teaching in general, and also a certain amount of experience specifically in their institution. This aimed to make sure that the instructors were familiar with their teaching context, i.e., the students, materials and institutional policies. Out of the 12 instructors, one served as the pilot for all the stages of the study that involved instructors, such as the instructor interviews and the lesson delivery. Another instructor was able to complete all stages of the study except for the lesson delivery stage because, unfortunately, although he had classes at the beginning of the study, he was not assigned any classes by his institution when the lesson delivery stage came. The remaining 10 instructors completed all the stages of the study.

All instructors were Turkish and had lived in Turkey all their lives. They were all educated in the Turkish education system. For practicality and anonymity purposes, the 10 instructors that completed all stages of the study are individually referred to as Instructor 1 (In1), Instructor 2 (In2), Instructor 3 (In3), and so on. Instructor 11 (In11) is referred to only when discussing the relevant stages that he participated in. Finally, Instructor Pilot (InP) is only referred to when explaining the pilot stages of the study.

At the time of the study, In9 and In10 were working in U1; In3 and In4 were working in U2; In5 was working in U3; In6, In7 and In8 were working in U4; In1, In2 and InP were working in U5, and In11 was working in an institution in İzmir, Turkey. More information regarding the demographics of instructor participants can be found in Table 3 below, and their educational background in Table 4 below.

Table 3. Demographic information regarding the instructors

Instructors	**Age**	**Gender**	**Teaching experience in the current institution**	**Total teaching experience**
In1	25	Male	1 year 7 months	1 year 7 months
In2	26	Female	2 years	2 years 9 months
In3	35	Female	4 years	11 years
In4	40	Female	2 years	12 years
In5	25	Female	2 years	3 years
In6	26	Female	2 years 8 months	2 years 8 months
In7	25	Female	2 years 8 months	3 years 8 months
In8	25	Female	1 year 10 months	1 year 10 months
In9	53	Female	9 years	35 years
In10	33	Female	7 years	8 years
In11	26	Male	6 months	2 years 6 months
InP	27	Male	1 year	1 year

In addition to the information presented tables 3 and 4, In3 reported that following her BA education in English Language and Literature, she obtained a teaching

certificate from the same HE institution. In10, on the other hand, was doing a MA degree in ELT and took several courses regarding English language pedagogy. Therefore, all instructors either graduated from an ELT department or received ELT-related courses following their undergraduate degrees.

Table 4. Educational background of the instructors

Instructors	High school	English prep before faculty	BA degree program	Graduate degrees
In1	ATHS	No	ELT	MA in ELT (ongoing)
In2	ATHS	Yes	ELT	MA in ELT (ongoing)
In3	RHS	No	English Language and Literature	MA in EL (ongoing)
In4	AHS	No	ELT	-
In5	ATHS	Yes	ELT	MA in ELT (ongoing)
In6	ATHS	Yes	ELT	MA in ELT (ongoing)
In7	ATHS	Yes	ELT	MA in ELT (ongoing)
In8	ATHS	Yes	ELT	MA in ELT (ongoing)
In9	PHS	No	ELT	-
In10	AHS	Yes	Translation and Interpreting Studies	MA in ELT (ongoing)
In11	ATHS	No	ELT	MA in ELT (ongoing)
InP	ATHS	Yes	ELT	Ph.D. in ELT (ongoing)

Note: BA = Bachelor's, MA = Master's, Ph.D. = Doctor of philosophy, ATHS = Anatolian teacher high school, RHS = Regular high school, AHS = Anatolian high school, PHS = Private high school

3.5.1.1 Language learning experiences of the instructors

All of the instructors reported that they started learning English at primary school, except In9 who started her formal English education at secondary school. Furthermore, all of them reported that they received a predominantly grammar-based language education throughout their primary and secondary education, and a more exam-oriented education during high school years, which usually involved a four-skills focus during the initial year of high school, and then a more exam-oriented focus (the standard examinations offered by the Student Selection and Examination Center focus on grammar, vocabulary knowledge and reading skill) during the final

years of high school. The eight instructors who attended an English preparatory school before moving to faculty for an undergraduate degree also reported that they received an exam-oriented education during their one or two semester preparatory education which focused on reading, writing and listening skills. The three exceptions to this generalization include In3 and In7 who attended an English language course as an extra educational support to improve their language skills, and In9 who reported that she received a language education mostly based on audiolingual method with heavy memorization and repetition techniques at high school.

3.5.1.2 High school education of instructors

In3 reported that she attended a regular state high school (RHS) which offered the standard curriculum issued by the Ministry of National Education (MONE) while In9 attended a private high school, which usually offered the same MONE-based education but at better standards and sometimes with extra-curricular activities. In10 and In4 attended Anatolian high schools (AHS). AHSs typically used to accept students with relatively better exam scores compared to regular high schools. However, recently the distinction between RHSs and AHSs was abolished by the MONE. The rest of the instructors (In1, In2, In5, In6, In7, In8 and In11) reported they attended Anatolian teacher high schools (ATHS). These institutions, which are not operational anymore, offered a four-year high school education with one-year language preparation (Tican-Başaran & Aksu, 2007), and they mainly aimed – among other things – to get learners prepared for undergraduate programs in teaching, make learners like the profession, develop their skills in teaching and provide foreign language education (Official Gazette, 2000). ATHSs followed the

same programs as Foreign Language Intensive High Schools, along with additional courses regarding teaching (Tican-Başaran & Aksu, 2007), such as introduction to teaching profession, educational psychology, and teaching principles and methods.

3.5.1.3 Instructors' existing knowledge regarding ELF

The instructors also reported that they were all familiar with the concept of ELF, for example through discussion with colleagues, the conferences or seminars they attended, or the courses they had taken with sociolinguistics as subject matter during their undergraduate or graduate education. The initial interviews conducted with the instructors at the beginning of the study confirmed that all instructors had varying degrees of familiarity with the concept of ELF.

First, the initial interviews showed that all instructors were well aware of the predominance of English language in many spheres of life throughout the globe. They particularly emphasized its importance in cross-national communication, referring to English as, for example, "the core of communication", "language in order to travel around the world", "the most important language in the world", being "everywhere" and "the language of the world". They also repeatedly emphasized its importance as a means to access economic, educational and cultural resources that the global community shares.

Second, all instructors showed familiarity with the diversity of English, i.e., the fact that it diversifies across communities. Furthermore, all of them were able to name several varieties of English spoken around the world, and most of them referred to major Inner Circle and Outer Circle varieties such as Irish, Scottish, Australian, Indian, Chinese, Indonesian and Nigerian varieties. One of them even explained that a form of English was "spoken in anywhere colonized by England".

Third, most of the instructors did not see a particular community or country as the authority on or owner of the English language. They expressed this view either by emphasizing that the English language in today's world belongs to whoever uses it or by claiming that nobody owns it. However, three of the instructors associated English language ownership with Inner Circle countries, although they previously expressed its global spread and its diversity.

Finally, all of the instructors were able to provide an explanation about the meaning of the ELF concept, showing familiarity with and highlighting its main features. For instance, six of the instructors referred to ELF as a common communication device between speakers of different languages, and they also emphasized several times that English was called a lingua franca because it was spoken by many people around the world, and therefore it became a world language. One of the instructors explained that he understood ELF as an integral component of universal or international identity. On the other hand, the rest of the instructors were not sure about the meaning of the concept.

3.5.2 Students

Two groups of students participated in this study. A group of 136 students took part in focus group interviews after they attended the lessons prepared and delivered by their instructors for the purposes of this study. Therefore, they come from the same higher education institutions as the instructors. Further details regarding this group of student participants are provided in Table 5.

132 of these participants had Turkish as their mother tongue while the remaining four had a different first language but were highly fluent in Turkish. 116 of them did not have any additional language apart from Turkish and English while

Table 5. Information about the student focus-group participants

N	136
Females	68
Males	68
Mean age	19.4 years
Mean duration of time in prep. school	10.2 months
Mean duration of time spent abroad	1.6 months

the remaining 20 reported also speaking other languages such as Arabic, Kurdish and German. Finally, the students came from very different disciplines, i.e., their future departments after the preparatory language school. For example, 55 of them belonged to various engineering departments, 16 were from law, 8 from business and administration, 8 from psychology, and 7 from architecture.

The second group of student participants are those who completed the student questionnaire. The sampling was in the form of clusters, since it involved voluntary students from a particular number of higher education institutions that allowed their students to be announced about the survey. 466 preparatory school students from seven different institutions participated in this second part of the study. Further information regarding this group of participants is provided in Table 6.

Most of the participants rated their proficiency intermediate regarding their reading, writing and listening skills in English. In the case of speaking, however, most of the participants perceived themselves to be at pre-intermediate level (see Appendix B for detailed information).

The participating students belonged to different departments including engineering departments, psychology, politics and international relations, Turkish language and literature, economics, history, philosophy, physics, and law.

Table 6. Information about the student survey participants

N	466
Mean age	20.01 years
Mean duration of learning English	3.36 years
Percentage of students who have been abroad	26.6%
Percentage of students who have been to an L1-English country	3.86%
Percentage of students from private universities	66.3%
Percentage of students from state universities	33.7%
Frequency of communicating through English	17.8% = Never 38.6% = Rarely 25.1% = Sometimes 14.6% = Frequently 3.9% = Always
EMI plan when they move to their departments	57.9% = 100% EMI 1.7% = 70% EMI 3.4% = 50% EMI 36.9% = 30% EMI

447 of them had Turkish as their first language while 19 reported having another mother tongue. 302 of the participants indicated their gender as female, 162 as male, and two as other. More detailed information regarding this group of participants can be found in Appendix B.

3.6 Tools and procedures

A number of tools were used for the purposes of this study. These include an online education module on ELF-aware pedagogy, semi-structured interviews with the instructors, focus-group interviews with students, classroom observations, and a questionnaire for students. Each of these tools is explained below along with the

rationale to use them and the procedures followed in the course of developing and using them.

3.6.1 The online education module

This education module was developed for the purposes of this study. It aimed to broaden the knowledge and skills of the instructors regarding ELF-aware language teaching, and help them gain a more critical perspective towards the existing ELT practices in their teaching context. It mainly followed the example of the "ELF-aware teacher education" model put forth by Bayyurt and Sifakis (2015a, 2015b, 2017). The original module has a hierarchical design in terms of the fact that it first introduces concepts and ideas, then proceeds to deeper levels of discussion and questioning, and then explores the possible ways of merging these discussions with real-life pedagogical practices. This model is discussed in detail in Chapter 2 (literature review), but is shortly revisited in this section again in an attempt to put the education module used in this study into perspective.

Bayyurt and Sifakis' (2015a, 2015b, 2017) ELF-aware teacher education model comprises a theoretical and a practical component, and has three sequential phases. The aim of the first step is to familiarize teachers with the changing roles of English at global and local levels, the theoretical discussions regarding the implications of lingua franca status of English, and the key research on ELF and WE. The next step is about raising a critical awareness, both externally about the English language's ownership and its use in the global context, and internally about their beliefs regarding English language pedagogy including, for example, their convictions about normativity, accuracy and standardness (Bayyurt & Sifakis, 2017). At the final step, teachers are supposed to take action and contemplate on ways of

incorporating ELF understanding into their teaching context. They prepare and deliver lessons or activities based on the understanding they developed throughout the previous stages of the model. A critical evaluation of the efficiency of their applications also takes place at this final stage. Bayyurt and Sifakis (2017) suggest that the ELF-aware teacher education model can be adapted to different teaching contexts for various teacher groups.

The original model created by Bayyurt and Sifakis (2015a, 2015b, 2017) involved a series of carefully ordered readings from the literature and videos, after which teachers were expected to respond to a set of thought-provoking questions online. During biweekly meetings with the teachers, the researchers focused on what teachers thought about the issues raised in the readings or videos. After teachers delivered the lessons or activities they prepared, they also provided an evaluation of the efficiency of their implementations (Bayyurt & Sifakis, 2015a). The pilot implementation of ELF-aware teacher education model yielded interesting results, among which was the fact that teachers highly differed in terms of their openness to the ELF concept, i.e., while some teachers were willing to understand and implement, others remained highly sceptical to the whole idea (Bayyurt & Sifakis, 2017).

The online education course employed in this study was named “Global Perspectives in ELT” (GPE) and followed the procedures suggested by Bayyurt and Sifakis (2015a, 2015b); however, the contents of ELF-aware teacher education were reconstructed for GPE. This reconstruction and redesign were based on the following rationale: i) The participant group in this study was quite different from the one in the original pilot study, since the instructors in this case worked in HE context and had learner groups with different learning aims. They also differed from the teachers

in the pilot implementation in that the instructors in this study were already familiar with the concept of ELF to varying degrees and they were willing to learn more about it. Moreover, the particular group of instructors in this study all had very tight schedules with either a lot of weekly lessons or various organizational, managerial and assessment-related workload. ii) Since the original implementation, there has been new publications and research on ELF and ELF-aware pedagogy over the years, and therefore, the discussions in the area have matured and gained more acceptance in various settings. iii) The practicality of the previous module has remained as a concern; therefore, it would be an exhausting one for the language instructors who already had a busy schedule. The original ELF-aware teacher education module was fairly long with extensive online readings and over-100 questions to answer. Therefore, in order to prevent drop-outs, a more compact and updated content was utilized.

After individually negotiating with the participant teachers about the amount of time and energy they can dedicate to the course, a syllabus was created for GPE. It was assured that a certain minimum level of dedication was necessary to complete the course, but for those who would be able to do more, more resources and options were available. The components of GPE comprised a set of compulsory weekly readings, a set of optional weekly readings, two critical questions to be completed each week, one or two videos to be watched weekly, contributing to group development by sharing content on a common online platform, and two sessions of online discussion on a common platform on a specific day each week. A visual illustration of the components of GPE is provided in Figure 3.

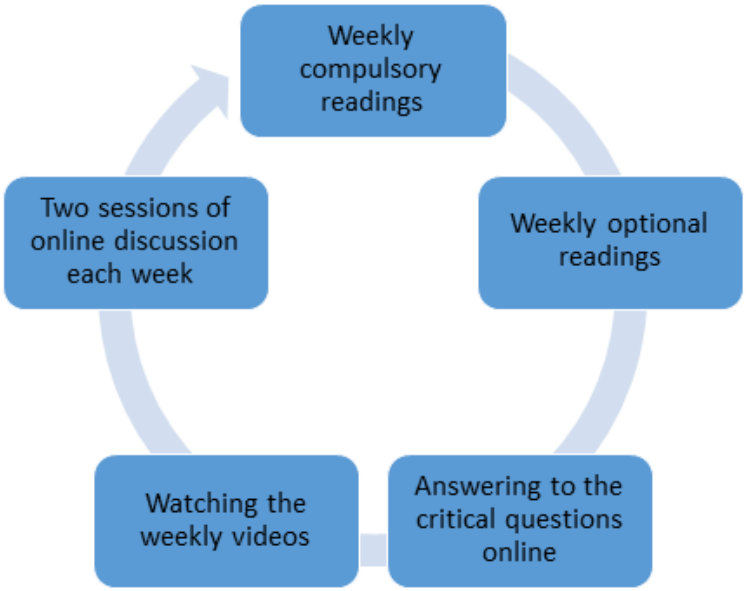


Figure 3 GPE Components

The weekly compulsory readings were selected articles and book chapters from the literature that followed a carefully planned order so that the participants first would be introduced with fundamental concepts and schools of thinking in the area, and then these theoretical aspects would be followed by readings that focus on more practical issues such as suggestions for classroom implications including activities, methodological suggestions, material evaluation and assessment. The participant instructors were supposed to complete the compulsory readings and respond to the critical questions based on them before they participated in the discussion sessions of the week. There were two critical questions to be completed each week, and each had both a textually explicit part in order to monitor the extent to which readings were completed by the instructors, and a commentary part in order to tap into the personal reflections of the instructors on the topic. The optional readings were for those instructors who had the opportunity for exploring and wished to learn more about the relevant week's topics.

A total of 11 videos were required to be viewed throughout the course, one or two each week. These videos were about the relevant week's topics and usually in the form of speeches by respected scholars in the area, and they varied in length between less than 10 minutes to over an hour. The instructors were also invited to complete small tasks and share them with the other group members on a Facebook group page. This component aimed at keeping the instructors engaged in the education process throughout the course. These tasks involved, among other things, sharing a classroom activity idea, commenting on the activity ideas of other participants, and sharing links to websites that could be useful when preparing ELF-aware activities.

As initially planned, GPE took 7 weeks to complete with a total of 13 sessions conducted online. It took place between the end of February and the middle of April 2019. The weekly online discussion sessions were based on that week's topics of focus and were in parallel with that week's readings and other components. A chronological focus of each week and each session is presented in Table 7.

The contents usually followed Galloway and Rose's (2015) book *Introducing Global Englishes* for the first four weeks of educational sessions, with many additional other publications. The last two weeks, on the other hand, went beyond the coverage of that book, focusing on more tangible issues such as practical pedagogical suggestions for teachers, materials development and assessment, and involved more recent publications.

An online Moodle course was created where the participant instructors had access to the list of readings of that week, links to the weekly videos and the questions to be answered. They also submitted the materials and the lesson plans

they prepared, and their answers to the critical questions through the same Moodle platform.

Table 7. Weekly focus of discussion sessions

Week 1	Session 1	An introductory session in which the participants introduce themselves, their teaching context and the characteristics of their learner groups. The structure of the course was introduced to the participants, along with the responsibilities of the participants, topics to be covered each week, and how each session would proceed. The questions of the participants regarding the course and the platforms to be used were answered by the researcher.
Week 2	Session 2	A historical exploration of the English language, the historical events that shaped it and the languages that have influenced it.
	Session 3	The spread of English language at a global level, and explicit and implicit factors that functioned as the driving forces behind its current status.
Week 3	Session 4	A critical look at the variation within the native varieties, exploring the reasons behind such variation, and probing into the concept of standard English.
	Session 5	A critical look at the variation across the world, exploring the social and political reasons behind it, probing into the concept of world Englishes and discussion of some language samples from various Englishes.
Week 4	Session 6	Discussion of the concept of English as a lingua franca, exploring how an ELF perspective is ontologically different from traditional views of languages.
	Session 7	Examination of the relevance of ELF to higher education, discussion on the position of the participants' own institutions in relation to ELF, and predictions regarding the future of the higher education context in Turkey.
Week 5	Session 8	An exploration of the attitudes towards ELF and the common misunderstandings regarding it.
	Session 9	Discussion of the relationship between ELF and ELT, reflecting on the relevance of ELF-aware language teaching in the context of the instructors.
Week 6	Session 10	Remarks on the ELF-aware language teaching practices suggested in various sources and critical analysis of the rationale behind such suggestions.
	Session 11	Discussion of the existing ELF-aware practices around the world, questioning the appropriateness of them for the context of the participants, and contemplating on alternative ways of integrating ELF in higher education context.
Week 7	Session 12	An exploration of the place of ELF in materials development and adaptation in ELT, a critical look at the existing materials in use, contemplating on what kind of materials could be useful in the context of the instructors.
	Session 13	Critical reflection on the existing English assessment practices in ELT and specifically in higher education, and exploration of alternative ways of approaching the assessment of English.

Each week, the instructors and the researcher met online at a specific time on the same day of the week for two sessions of discussion, each lasting about an hour with a short break between them. These discussions aimed at further critical thinking on the issues raised by the readings as well as interaction between the instructors so that they can learn about each other's views, be exposed to multiple perspectives, and ask questions to each other, which could create a thought-provoking and socially constructive environment. The sessions were conducted in written mode, instead of spoken, due to three main reasons: i) the online platform proved very useful in organizing questions, responses, and remarks, making the whole conversation visually appealing and clearly showing who was responding to whom; ii) written mode ensured that the previous utterances were recorded on a flowchart and anyone who wanted to read previous commentaries and remarks had the chance to scroll up and see the previous parts of the conversation; iii) the written mode also proved more time-efficient because it was free from turn-taking aspect of spoken interaction, therefore, the participants could write simultaneously without interrupting each other. Initially, it was decided that Moodle would be the online platform of these discussion sessions, but the instant messaging feature of this platform proved inefficient during a testing session that was held prior to the education sessions. Therefore, the discussion sessions were held in a closed group named GPE on Facebook, which proved quite efficient in terms of speed and file sharing. Facebook has been used for educational purposes with successful results in various research (e.g., DiVall & Kirby, 2012; Jin, 2015). Therefore, the stronger aspects of the two online platforms were merged for a smooth flow of the course.

The discussions were usually guided by the researcher, with a series of pre-prepared questions for the instructors in order to ensure proper transition between

topics and encourage comments on all the topics of the session. Expectedly, as the discussions got heated during the sessions and impromptu topics were raised, the researcher acted as a moderator while the instructors reacted to each other's remarks. The participant instructors had the opportunity to ask questions regarding the course components, technical problems and any other issue throughout the course.

3.6.2 Instructor interviews

A qualitative approach to research aims to discover how reality is perceived and understood by individuals depending on their own "subjective and socio-cultural perspective" (Wilkinson, Joffe & Yardley, 2004, p. 39). Wilkinson et al. (2004) explain that this characteristic of qualitative research requires the use of certain techniques to gather data, such as interviews, which allow for the kind of evidence that is not pre-constrained. Interviews are broadly used and can be conducted for different purposes in linguistic research (Nunan, 1992). They might serve as the main source of data or can be used along with other data sources (Bogdan & Biklen, 2007; McDonough & McDonough, 2014). Apart from structural approaches to explore language or interaction-related elements in respondent's speech, interviews are also frequently employed in order to focus on the content as a way to understand the interviewees' perspectives and prior experiences (Brinkmann, 2018; Duff, 2008). Duff (2008) states that interviews capture views and perspectives at a certain time with definite purposes, and the interactive relation between the participants produces evidence for research. They are usually conducted in a one-to-one fashion, either physically in the same place or through other means of communication, in order to gather information that cannot be accessed through observation, for example

interpretations and views regarding situations or previous events (Merriam & Tisdell, 2015).

Interviews change in terms of how structured they are. Although they are usually referred to as categorical, this change in formality is indeed a matter of continuum (McDonough & McDonough, 2014). More structured interviews usually follow a strict plan with clearly listed pre-specified questions while more unstructured interviews do not have clear foci, and the course of the interview is usually determined by the respondent's answers (Nunan, 1992). A semi-structured interview design is accepted to be somewhere midway, and it is appropriate when the researcher is seeking for particular type of information from the interviewees, has a number of questions or topics to lead the conversation, and can dig issues further when needed (Merriam & Tisdell, 2015). Semi-structured interviews might evoke concern because of the unbalanced power relations between the interviewer and the interviewee, which might bias the topic of conversation and the manner the topic is handled (Brinkman, 2018; Nunan 1992); however, they are advantageous because they grant the researcher enough freedom to guide the conversation towards certain ways when necessary, and also enable the researcher to gain rich information about perspectives and ideas of the participants (Nunan, 1992). Besides the advantage over structured designs in terms of their potential to give deeper insights, semi-structured interviews are also advantageous over non-structured designs in terms of the level of control the interviewer has on the flow of the topics (Brinkmann, 2018).

Two sets of semi-structured interviews were conducted with the participant instructors. The first one took place during February 2019, prior to the GPE education module, and the second one took place between May and July 2019, following the completion of the lesson deliveries by the instructors.

3.6.2.1 First interviews with the instructors

The first set of interviews with the instructors provided the first piece of evidence for this research. The aims of this set of interviews were manifold, and mainly sought information regarding i) the educational and professional background of the instructors, ii) the kind of courses they delivered and materials they normally made use of, iii) the expectations of the institution from the students, iv) their views about the status of English in the local and global contexts, v) their regular teaching practices in relation to, for example, culture and English varieties, vi) the extent to which they were familiar with varieties of English and the concept of ELF, vii) the situation of international students in their institution, and viii) their expectations regarding the GPE course they would soon start to be involved in.

At the beginning of each interview, the instructors were informed about the purpose of the coversation (Nunan, 1992), the fact that they were free to talk as lengthy as they wished in response to whichever aspect of the questions they wanted, and that their anonymity was ensured. Furthermore, they were asked if there was anything they would like to ask or bring up both at the beginning and at the end of the interview.

Prior to the interviews, the guiding questions were evaluated in terms of clarity and neutrality by an expert who worked as a full professor in applied linguistics, and then the interview was piloted with InP who provided further feedback in terms of the flow of topics and any ambiguity or bias regarding the questions and issues covered (Nunan, 1992). During February 2019, the interviews were conducted face-to-face with each instructor at the institutions they were working in. This set of interviews took about 25 minutes each, with a total of 284 minutes of voice recording. They were conducted in English because the instructors

reported that they would not mind the language of the interview (whether English or Turkish), and it would enable them to avoid the complicacies arising from academic ELT terminology in Turkish. It also enabled the researcher to avoid the complicacies and pitfalls arising from translation of transcripts from Turkish to English. A list of sample questions for the first set of instructor interviews can be found in Appendix C. The responses of the instructors were transcribed and submitted to MAXQDA 2020 for sorting and analysis.

3.6.2.2 Second interviews with the instructors

The second set of interviews with the instructors followed similar procedures with the first one, and it aimed to provide some unique data as well as complementary information to the first one. More specifically, the second interviews aimed to reveal i) how the instructors evaluated aspects of the online education they received, ii) how the education influenced their views about ELF and its relationship with ELT, iii) their process of designing lessons after the ELF education, iv) their views on the efficiency of the lessons, v) the challenges they faced when preparing and delivering the lessons, vi) their views on how their learners received the lessons, and vii) how the online education and teaching experiences within the study influenced them professionally.

In order to revitalize their memories regarding the lessons before the interviews, the instructors were shown the lesson plans they prepared. They also had the chance to look at their notes regarding the lessons because they were previously advised to note down interesting experiences just after each lesson they delivered. As in the case of the first interviews, the instructors were again briefed about the purpose and contents of the interview before it started. They were also invited to ask

any questions they wanted or express any concern they had both at the beginning and at the end of the study.

The topics and the guiding questions of the second interview also went through a similar screening and piloting process to the first one before conducting the interviews. The second interviews were conducted again in English because of the reasons stated above, and in a similar fashion to the first ones, at the institutions of the instructors. Each interview took place just after or within a few weeks the instructor completed his/her final lesson that he/she planned and delivered within the study. Since the lessons were scheduled at different times throughout a three-month period, the interviews also took place within this duration. The second set of interviews took an average of 30 minutes each, with a total of 298 minutes of voice recording. A list of sample questions for the second interviews with the instructors can be found in Appendix D. The responses of the instructors were transcribed and submitted to MAXQDA 2020 for sorting and analysis.

3.6.3 Classroom observation

Observation is defined in qualitative inquiry as a method of data gathering and a process of attentively tracking audio visual cues in a systematic way (Mertler, 2016). Similarly, Creswell (2014) explains that “a qualitative observation” refers to creating records of people’s “behavior and activities” in a given context of focus (p. 190). Patton (2015) states that good observations are advantageous in terms of “rich description”, “contextual sensitivity”, “being open to what emerges”, “seeing the unseen”, creating potentials for “new areas of inquiry” and “experiencing empathy” among other things (p. 335). On the other hand, the potential effect of an observer on the natural flow of things, confidentiality dilemmas regarding what should or should

not be disclosed, and observer incompetence in the process have remained main concerns in observational studies (Creswell, 2014).

Mertler (2016) informs that observations might vary in terms of how structured they are and the extent of observer involvement in the group of interest. While structured approaches are useful to detect particular classroom behaviors on the side of teachers and students, semi- and unstructured approaches are more frequently employed in qualitative inquiries due to their more liberal nature, which allows observers to pay attention to multiple processes going on within a group and note down these processes (Mertler, 2016). Therefore, less structured observations are more open to obtaining diverse evidence compared to more structured ones (Nunan, 1992). As for the extent of involvement, a researcher might choose to participate at different levels in the group being studied (Creswell, 2014). The extent of the observer's involvement in the group mainly depends on the particularities of the research and the kind of evidence it can provide (Patton, 2015). Likewise, how long the process of observation needs to take is also determined by the aims and the nature of the inquiry (Patton, 2015).

In the current study, each participant instructor was observed throughout a three-session period. The three sessions were either separately observed at three different times, or in the form of two consecutive sessions and a single session at two different times. The classroom observations started shortly after the online GPE course was completed. Following the course, the instructors were encouraged to integrate ELF/EIL aspects into their teaching to the extent they saw appropriate. This was the practice phase of the procedures followed and suggested by Bayyurt and Sifakis (2017). The instructors took two weeks to prepare three lessons, and they were advised to prepare the lessons to the extent they see ELF/EIL aspects relevant

in their particular teaching contexts. Only in this way could it be an integration into an existing system, rather than a brand new construction. Once the instructors prepared three lessons each within two weeks, I arranged dates, from May to July, with each of them for observations. Since I was the only observer, and I had to fit all 30 sessions into a schedule that suited each of the 10 instructors, it took three months to complete the observations.

The instructors were reminded of the dates when the time drew closer to observation time. I visited each instructor on site in the regular classrooms at regular class hours. Only in a few cases, the instructors had to borrow a specific time or a learner group in order to be able to deliver the lessons they prepared. Therefore, most of the time it was just a usual class for the learner groups. I assumed the role of a non-participant observer, sitting at the back of the classroom and taking notes. I kept silent during the sessions and tried my best not to be distracting. I even paid attention to the way I dress and preferred neutral-colored casual clothes. I agreed beforehand with all instructors that I would not participate in classroom activities, thus they pretended I was not there once they started the lessons. However, again as we agreed with the instructors, before they started the session, they introduced me and informed the class that I was there for research purposes. After the introduction, they went on with their teaching as they planned.

First, I noted down some specific information at the beginning of each session. These included identifiers regarding which session of which instructor was being observed, the date, classroom size, number of males and females, number of international students and where they come from, the proficiency level of the group as the instructor informed, and basic physical characteristics of the classroom. Since none of the institutions were positive about sessions being recorded with cameras, I

used note taking as the primary source of data recording, others being lesson plans and artefacts from the sessions. The artefacts were either given to me after the observed session or they were submitted online through Moodle by the instructors. Following Mertler's (2016) suggestion, I adopted a dual note taking system in which one column was used to record what was actually happening at a particular time, and another column was used to record interpretations and personal ideas regarding the phenomena taking place. Moreover, just after each observed session, and just before starting the focus-group interview with the students who attended that session, I took a short break and sat at a quiet place where I took further notes in the form of field notes, and recorded my interpretations and thoughts on that particular session. I collected and organized all my notes in a physical folder for subsequent analysis.

3.6.4 Student interviews

These interviews were conducted in the form of focus-group interviews. Focus-group interview has been a popular tool in marketing studies and has also been used in social sciences (Bogdan & Biklen, 2007; Merriam & Tisdell, 2015). In such designs, groups of participants, called focus-groups, are requested to talk about their views on a particular topic or event (Duff, 2008). Although it is usually contextually decided, the number of participant numbers in groups are usually suggested to be between three at the lower end (McDonough & McDonough, 2014) and about ten at the upper end (Bogdan & Biklen, 2007). Merriam and Tisdell (2015) explain that there is a social constructivist view behind this technique because the evidence is generated out of the interaction among the participants of the group. The group setting can encourage participants to reveal more of their thoughts, and might enable them to think in fresh ways in response to each other's perspectives, which might not happen

during individual interviews (Duff, 2008); therefore, focus-group designs can provoke expression of different ideas and can encourage participants to more deeply think about specific issues (Bogdan & Biklen, 2007).

Among the disadvantages of employing focus-group interviews are that they may not work as planned when discussing delicate and emotional topics because the group members may not feel comfortable (Merriam & Tisdell, 2015), recognizing each person's sound when transcribing the interviews could be challenging (Duff, 2008), certain participants might dominate the conversation and the conversation might easily go off-topic (Bogdan & Biklen, 2007). However, they are also quite useful, since the researcher can access the views and ideas of many participants in a time-efficient way, and people might feel less threatened in a group, and therefore express themselves more comfortably (Duff, 2008).

The focus-group interviews in this study were carried out just after one or two consecutive sessions delivered by each instructor. At the beginning of the sessions observed by the researcher, each instructor introduced the researcher and explained to the students that he was in the classroom for research purposes. At the end of the session, the instructors announced that the researcher would like to talk to a group of them. The researcher then explained what the interview would be about. The students who volunteered to participate in the interviews became the participants of the study. Therefore, the sample of the focus-group interviews was a subset (volunteers) of a clearly defined group (students of the observed classes).

The particular aims of these interviews were to reveal i) the students' general views on the lessons they had just attended, ii) how they felt about the lessons, iii) what they learned, iv) anything they found interesting or otherwise, and anything they liked or did not like, v) their opinions about the purpose of the lessons, vi) their

feelings about being a preparatory school student, and their expectations of language competencies once they finish the preparatory school, and finally vii) what their opinions about the ELF concept were when they were explained what it means in simple terms. The list of sample questions for learner focus-group interviews can be found in Appendix E (Turkish version) and in Appendix F (English version).

The interviews were conducted in Turkish, the mother tongue of almost all participants, in order to avoid problems arising from the English proficiency of the students, and to enable them to express themselves as comfortably as possible. A few participants who participated in the focus-group interviews but whose mother tongue was not Turkish, volunteered to take part in the study because they felt comfortable with their level of Turkish, either because they came from a Turkic country or they had been living in Turkey for a substantial amount of time. A sample of 136 students took part in focus groups and, in total, 23 focus-group interviews were conducted following each single session or two consecutive sessions prepared and delivered by the instructors. There was an average of five to six learners in each group, and the average duration of interviews was 33 minutes.

Following the suggestions of Bogdan and Biklen (2007), I started the interviews by ensuring the participants' anonymity and explaining the purpose of the interview, that their answers would not be evaluated as correct or incorrect. I also explained that I was just interested in their ideas, that they should not feel under any pressure to agree or disagree with other group members, and finally that they were requested to talk one by one and say their name or a false name each time they start talking so that they would be easily detected during transcription (Bogdan & Biklen, 2007). I also started the interviews with some general warm-up questions to make the participants comfortable (Duff, 2008).

Volunteer students were also requested to fill out a short form to collect demographic information (see Appendix G). The interviews were voice-recorded, transcribed, and submitted to MAXQDA 2020 for sorting and analysis.

3.6.5 Student survey

It was previously explained that surveys can be a part of case studies, be used to seek exploratory and numerical answers, and provide complementary data in order to fulfil the purposes of the research (Yin, 2009). The aim of conducting surveys is to depict a picture of a particular situation or opinions about a given topic at a particular time (Nunan, 1992). A survey can be applied in either interview or questionnaire format, and can bear quantitative as well as qualitative data (Brown, 2001). The statistical results obtained from surveys are accepted as "indirect reflections" that represent the constructs intended to be measured (Brown, 2001, p. 16). Since it is not possible to directly observe underlying constructs, which are also called latent variables, measurement tools are used in order to estimate the significance of the variables (DeVellis, 2017). Therefore, the measurement tools function as a medium for the construct of real interest, and help the researcher obtain a reflection of it (DeVellis, 2017).

Among the weaknesses of questionnaires are that constructing items with predetermined responses is challenging (Brown, 2001), and opting for open or close formats usually requires a trade-off between quantity and depth of data (Brown, 2001; Dörnyei & Taguchi, 2009). Furthermore, questionnaire responses might not be reliable because of a number of reasons such as the fact that respondents might get an initial good or bad impression of the survey and provide generally positive or negative responses, or that the participant might want to create a certain impression

of himself or herself, and therefore, might not reflect their true self on the survey (Dörnyei & Taguchi, 2009). Yin (2009) adds that the items in a survey define the set of possible responses, and the participants who do not want to be limited by the research design in this way might just quit the survey.

On the other hand, questionnaires are quite advantageous as research tools because it is practical to gather and analyze extensive data, and furthermore, it is possible to obtain specific and various types of data in a relatively short time (Brown, 2001; Dörnyei & Taguchi, 2009). This would be almost impossible or very expensive with other techniques of data collection. The efficiency of questionnaires in terms of time and cost is further increased with various opportunities of online implementation (Teddlie & Tashakkori, 2009).

The survey employed in this study is a questionnaire developed in order to obtain information regarding the extent to which university students at language preparatory schools are aware of ELF, and what their language learning aims are from an ELF point of view. The questionnaire was named "Student Survey on ELF-awareness and Language Learning Aims". It involved 59 items in total. Apart from the items collecting demographic information, all of the items were in Likert-type close response format with a five-point scale (1=strongly disagree, 2=disagree, 3=not sure, 4=agree, and 5=strongly agree). It was developed through a step-by-step process following the suggestions of Dörnyei and Taguchi (2009) on developing and using questionnaires for research purposes in the area of second language acquistion.

3.6.5.1 The construction of the survey

The student survey has two main aims, which are exploring the ELF-awareness of students in language preparatory schools of universities and revealing if the students'

language learning aims coincide with the aims associated with learning English as a lingua franca. These two constructs, or latent variables, were practically named “learner ELF awareness" and “learning aims of students from an ELF standpoint”.

Since a theory of ELF with clearly defined components and clear demarcations has not been proposed yet, the rich literature on various aspects of ELF/EIL and WE was consulted for a theoretical backbone in the process of operationalizing these constructs. Therefore, in order to operationalize the constructs, multiple sets of statements were constructed that correspond to the various aspects of ELF discussed in the literature. This means the operational definition of learner ELF awareness refers to how much learners are cognizant of aspects of ELF as discussed in the literature. These aspects principally involve the current global status of English language (Graddol, 2006; Seidlhofer, 2011), diversity of English varieties (Mufwene, 2010; Saraceni, 2015), the gravity of non-native speakers in the whole English-speaking population (Crystal, 2003, 2008; Jenkins, 2015), rethinking ownership of English (Kohn, 2015; Widdowson, 1994), priority of intelligibility and communicative efficiency (Bayyurt, 2018; Nelson, 2011), questioning norm-centered view of English (Milroy, 2007), and the importance of intercultural awareness (Baker, 2009; Canagarajah, 2007). In the process, some of the items were inspired by or adapted from Csizer and Kontra (2012) and the teacher questionnaire on ELF-awareness used in Bayyurt et. al. (2019). The range of issues covered by the statements cannot be claimed to address the whole spectrum of concepts associated with ELF; however, a meticulous effort was put into construction of the statements in order to respond to all main issues regarding ELF, with which language learners at preparatory schools can be expected to be familiar.

In the process of item construction, as suggested by Dörnyei and Taguchi (2009), a simple language was preferred, lengthy and obscure statements were avoided, statements with two independent propositions were avoided, statements that would be uniformly answered were avoided, and negative grammatical forms in sentences were avoided. The language of the survey was preferred to be Turkish in order to avoid language related confounding factors. Dörnyei and Taguchi (2009) warn that asking people to fill out questionnaires in a language which they are in the process of learning may pose important literacy related problems. Although this language preference limited the participants of the survey to those who speak Turkish as their L1 and those who are very fluent in Turkish, it enabled to avoid i) problems with English as the survey language because the target population is not comfortable with their level of English proficiency and are not seen as competent enough in English; therefore, it would not be possible to make sure whether the statements were thoroughly understood, and ii) problems with any other language as the survey language because it would be very costly to translate it into multiple languages due to the large diversity of L1s spoken by international students in Turkey (including Arabic, Malaysian, Indonesian, and Persian among others), and because it is almost impossible to predict which languages these would be. The first version of the survey had a pool of 60 items. Again, following Dörnyei and Taguchi (2009), uncomplicated and non-threatening statements were placed at the beginning of the questionnaire while more personal information was requested at the end.

The statements were shared with four experts for feedback. Two of the experts were experienced academics in the area of sociolinguistics. The other two were PhD candidates studying in the area of sociolinguistics and working as language instructors in different universities, and therefore, they were quite familiar

with the target population. All experts were knowledgeable about ELF and WE issues. The experts provided feedback on the layout of the survey, clarity of instructions and the statements, content coverage of statements, as well as the order of statements. They suggested rewording on some statements, omission of some statements and addition of new ones. After the revisions based on the feedback from the experts, the survey had a total of 55 items, 10 of which were demographic information, 16 tapped into learner ELF-awareness construct and the remaining 29 tapped into the construct of student aims from an ELF standpoint.

3.6.5.2 First piloting

Following the set of revisions based on the feedback from four experts, the survey was shared with six individuals for the initial piloting. Three of these individuals were university students in the language preparatory schools, two were graduate students pursuing a PhD degree, and one was an ELT teacher. They were requested to complete the survey and provide feedback on various aspects of it, including the layout, clarity of instructions and items, any ambiguity regarding the statements or order, and anything they thought as missing or redundant. While four of the individuals provided verbal feedback as they completed the survey, two of them provided written evaluation. The feedback from these six participants were used to carry out further revisions on the survey in terms of wording of statements and order of items, because either some statements were considered ambiguous by the participants, or the participants suggested simpler ways of putting things into words.

3.6.5.3 Second piloting

The survey, following the first piloting, was administered to a larger group of participants who are composed of preparatory school students. A total of 101 students from two different higher education institutions completed the survey in pen and paper format in the classroom. The data was submitted to SPSS version 20.0 for statistical analyses.

An initial screening of the data required the omission of results from one of the participants because he/she left half the survey blank. Apart from that, no item was systematically left blank, suggesting that the participants did not collectively avoid responding to any of the statements. The reliability analyses on the data from the remaining 100 participants indicated that Cronbach's alpha for the overall survey was .702. Cronbach's alpha for the ELF awareness subscale was .472 while the learning aims subscale was .606. Reverse coding was carried out on items that carry meanings with anti-ELF perspectives before running the analyses.

The statistical item analyses on the pilot data required further revisions on the survey. More specifically, four items were discarded because of reliability concerns (items decreasing the overall reliability). One of these items was discarded because it both decreased reliability and also highly correlated with another item on the scale, thereby becoming redundant. Two other items were discarded due to uniform response problems (everyone agreeing or disagreeing on a statement). Finally, two further items were discarded for clarity concerns This resulted in the omission of eight items. Minor revisions on other items for clarity concerns were also carried out. With negotiation with the experts, eight new statements were added to the survey as well as a few further questions on the demographics part. One item on the issue of intelligibility was replaced by four new items on the same issue in the ELF awareness sub-scale; furthermore, four more items were added regarding cultural

awareness. Additionally, the two subscales corresponding to the two constructs underlying the survey were separated in the layout since grouping statements by construct can better signal the purpose of each component, thereby arising less confusion (Wegener & Fabrigar, 2004). The final version of the survey (see Appendix H for Turkish version and Appendix I for English version) had 14 items for demographic information, 21 items for learner ELF awareness component and 24 items for learner aims from an ELF standpoint component.

3.6.5.4 Main implementation of the survey

The final version of the survey was electronically sent to seven higher education institutions that granted permission for the study. These institutions, except one of them, were different from the ones where the participant instructors conducted lessons within this study. Five of them were located in İstanbul while one was in Ankara, and one in İzmir. Four of the institutions were private while the remaining three were state universities. Starting in March 2020, students in preparatory schools of these institutions were emailed about the questionnaire with a cover letter explaining the purpose of the study and ensuring the participants' anonymity. Volunteer students first approved an electronic consent form that further informed them about the study and their rights as participants, and requested their confirmation to take part in the study. Those who confirmed proceeded to the survey and completed it. Overall, survey implementations lasted until October 2020, which was much longer than initially planned, because of the chaotic situation caused by the global Covid-19 pandemic that broke out in late 2019.

In total 517 participants completed the learner survey and the data were submitted to SPSS version 20.0 for statistical analyses. The screening of the data

revealed that responses from 466 participants were suitable for the main analyses. The rest of the responses were discarded. The results from this set of analyses on the survey are provided in the results chapter.

3.6.6 Summary

Overall, the study incorporated a combination of interview data, classroom observation data supported with lesson plans and materials, and survey data. A visual temporal representation of the stages of the study is provided in Figure 4 below.

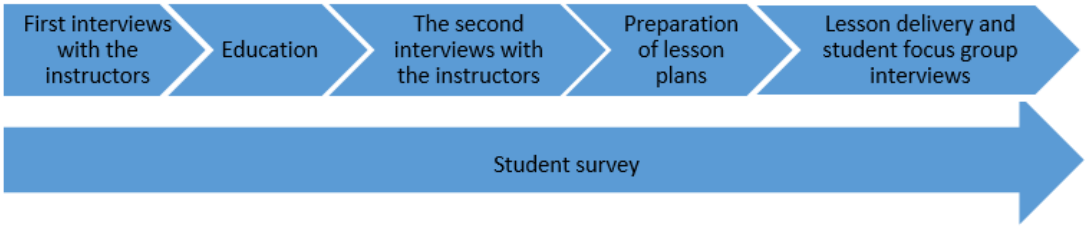


Figure 4 Temporal visualization of the research stages

Now that this section has presented the tools and the procedures employed in the study in order to gather data, the next section explains how this data was analyzed.

3.7 Analysis

Both qualitative and quantitative data analyses were carried out in this study depending on the features of the data collected. A summary of data sources for each research question (RQ) is as follows:

RQ1: To what extent are language learners at higher education institutions aware of ELF, and what are their linguistic aims in this respect?

- Learner survey and focus group interviews with learners

RQ2: How do instructors conceptualize the relationship between ELF and ELT?

- Semi-structured interviews with instructors and written responses to critical questions

RQ3: In what ways do instructors prefer to incorporate ELF/EIL in their teaching practices after the online ELF training?

- Classroom observations, lesson plans and teaching materials

RQ4: How do instructors evaluate their experiences regarding ELF-aware teaching?

- Semi-structured interviews with instructors

RQ5: How do students receive the lessons prepared by their instructors?

- Focus-group interviews with students and semi-structured interviews with instructors.

3.7.1 Analysis of survey data

The obtained survey data is completely in quantitative form, and most suitable to be explored statistically. Using the statistical analysis software SPSS, this set of data was analyzed for descriptive statistics and inferential statistics.

In descriptive terms, frequencies, percentages, means and standard deviations were calculated for the survey items (Dörnyei & Taguchi, 2009). The inferential statistics, on the other hand, involved the one-sample t-tests which formed the basis for inferential claims (Dörnyei & Taguchi, 2009). Furthermore, the reliability values of the two components of the survey were calculated in the form of Cronbach's α which is an index that can vary between 1 and –1, and indicates the internal consistency of items based on inter-item correlations (Field, 2013). This index is accepted as an indicator of the extent to which the items in a measure are consistent with each other, and is employed when items in a scale aim to tap into the same construct (Cramer & Howitt, 2004). Reverse worded items (3, 4, 9, 10, 13, 14 and 19

on ELF awareness component, and 7, 12, 15, 16 and 23 on the learning aims component) were reverse coded for unidirectionality before calculating reliability (Dörnyei & Taguchi, 2009; Field, 2013). The results of reliability analyses indicated that the Cronbach's α for the first component was .618, the second component was .794 while the overall reliability of the scale was .794. Therefore, all indices turned out to be above the cut-off point of .60, below which is seen problematic by Dörnyei and Taguchi (2009).

One-sample t-tests, on the other hand, aim to reveal the extent to which participant responses are different from a reference value (Huck, 2012). In the case of this study, one-sample t-tests were used to compare participant responses to the value of "3" which corresponded to having no clear idea on a given statement, i.e., the "not sure" option on the Likert scale. Although the use of parametric tests with Likert type data is sometimes questioned in the literature, the reliability of t-test with Likert data has been established several times based on research reviews and statistical simulations (De Winter & Dodou, 2012; Norman, 2010). Besides, five-point Likert data cannot be expected to be normally distributed, but t-tests are robust to violations of this assumption (Norman, 2010; Sullivan & D'Agostino, 1992). Therefore, the parametric statistical procedure was followed and the significance of the deviations from the critical value of 3 were examined for each of the 45 statements on the scale.

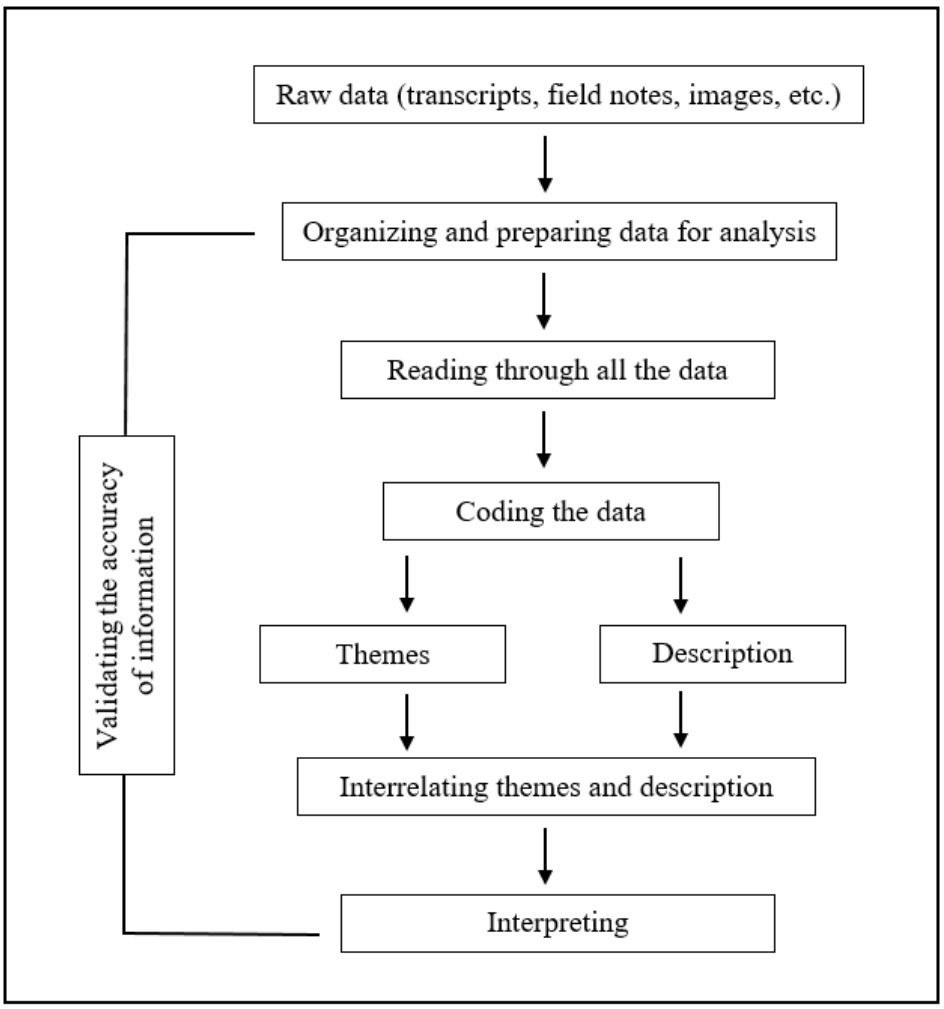
3.7.2 Analysis of interview and written response data

Since the aim of collecting textual data via interviews and written responses in this study was to examine them in terms of content, rather than discursive features, content and thematic analysis best suited for the purposes of the study (McDonough

& McDonough, 2014). In content analysis, the researcher analyzes the content by assigning various codes to data segments and by paying attention to the frequencies of codes or categories (Joffe & Yardley, 2004; McDonough & McDonough, 2014). Joffe and Yardley (2004) state that although the data is qualitatively interpreted in content analysis, the meaning making process depends on numerical representation of occurrences which are indicators of text features. The authors warn that such analysis without taking into account the context of occurrences might sometimes be misleading since higher frequency of a concept may simply not mean higher importance or priority of it. Therefore, they add, a thematic analysis can respond to this weakness because thematic analysis of texts takes into account contextual meaning along with frequency of occurrences, and therefore it brings "the subtlety and complexity" associated with qualitative inquiry (Joffe & Yardley, 2004, p. 57). Themes in thematic analysis are extracted by interpreting the text in which they are explicitly or implicitly embedded (Joffe & Yardley, 2004; Morse, 2012). Analyzing content is more "concrete and descriptive" in nature, on the other hand, analysis of themes is principally an "interpretative" approach (Morse, 2012, p. 198). Overall, analyzing evidence qualitatively is accepted to be mainly an inductive process (Teddlie & Tashakkori, 2009).

Creswell (2014) proposes a series of interwoven steps to be followed in qualitative analyses of verbal or visual data (Figure 5), and he warns that the process is not always precisely one-directional because the order may change.

In the current study, the stages suggested in Creswell (2014) were followed as a general guide while Neuman's (2014) more specific suggestions regarding analysis of qualitative evidence were followed for the data coding process. Therefore, the process started with transcribing the data and organizing it for analysis based on the



Note: Adapted from Creswell (2014, p. 197).

Figure 5 Creswell's representation of qualitative data analysis stages

research questions. The software program MAXQDA 2020 was utilized to organize and manage the textual data from the interviews and the written responses to weekly assigned questions.

Neuman (2014) suggests that coding is a process by which the researcher categorically assigns notional labels to text segments, and critically studies the data for potential connections and inferences. The author adds that coding is aimed to make it easier to deal with large amounts of data and allows for identifying useful units of data. The "coding frame", the range of codes employed in a study, should correspond to research questions and focus (Joffe & Yardley, 2004, p. 59), and they

may be the concepts that come from the literature, that are uttered by respondents or that the researcher comes up with (Creswell, 2007; Neuman, 2014). A three-step coding suggested by Neuman (2014) was followed in the current study: “open”, “axial” and “selective” coding (pp. 344-348). In the first step, I, as the researcher, read the texts several times and started to write potential codes on parts of the texts as the first stage of organizing the data using particular concepts or themes. The next step, axial coding, involved looking for relationships and links between codes, making comparisons between them (Friedman, 2012), while working in more detail on the existing codes and looking for new codes in the raw data as well. Therefore, I both refined and expanded the existing codes and examined how they could be related to each other. The final stage was going over the data a few more times in order to check the appropriacy of assigned codes and higher order themes. The analysis process was finalized once working on the data stopped to bear new information, and all relevant text segments were neatly categorized under codes and themes (Friedman, 2012).

In the whole analysis process, the software program was helpful to present frequencies and recurring words and expressions. The analysis process was mainly inductive because although the theoretical discussions in the area were influential in determining codes and themes to a certain degree, the raw data was the starting point to build on, and proceed from there in a bottom-up fashion. It was also highly iterative in the sense that coding and grouping codes into higher order categories, i.e., themes, required the researcher to make regular comparisons between categories (Teddlie & Tashakkori, 2009) and go over the texts many times.

Following the explanations of Joffe and Yardley (2004) regarding coding frames, Table 8 below illustrates coding of text segments from the actual data and how they were merged into categories, and then into themes.

Table 8. Sample coding

Code	**Code Description**	**Sample text segment**	**Category**	**Theme**
Considering the characteristics of learners	The instructor took into account their learners' characteristics such as their needs and proficiency when preparing the lessons	"My student profile, I had 18-19 year old teenagers in my classes and they enjoy being informed about the world. They like being in touch with the world, so I tried to choose some materials from, there were some videos about designers in Paris, there were some videos about international food. They like exploring and learning new things, and I try to combine information with different cultures."	Considering the particularities of the context	Professional perspective
Taking the existing curriculum into account	The instructor took into account their institution's curriculum when preparing the lessons.	"We have this agenda to teach lots of different things, materials, topics, vocabulary. So, somehow, I had to mix them, blend them up with that. Not only the lingua franca itself."		

3.7.3 Analysis of observational data and the accompanying documents

The observational data principally comprised the temporal accounts of lessons in the form of written notes taken by the researcher during the lessons, and the field notes that were taken just after the lessons. While the in-class notes were objective records of what happened during the lessons, the after-session field notes were more in the form of interpretations of the researcher immediately after he had observed the lessons. The observational data was supported by other sources of evidence that included the lesson plans prepared by the instructors and the materials used in the observed lessons. Since classroom observations and accompanying supplementary data were aimed to answer RQ 3 (In what ways do instructors prefer to incorporate

ELF/EIL in their teaching practices after the online ELF training?), all evidence was approached in a fashion to serve this purpose.

The total 30 lessons prepared and delivered by the instructors were subjected to a three-dimensional analytic analysis (see Figure 6 below). These dimensions involved i) skills, ii) methodological approach, and iii) aspects of ELF. An operational definition for each of these constructs is presented below.

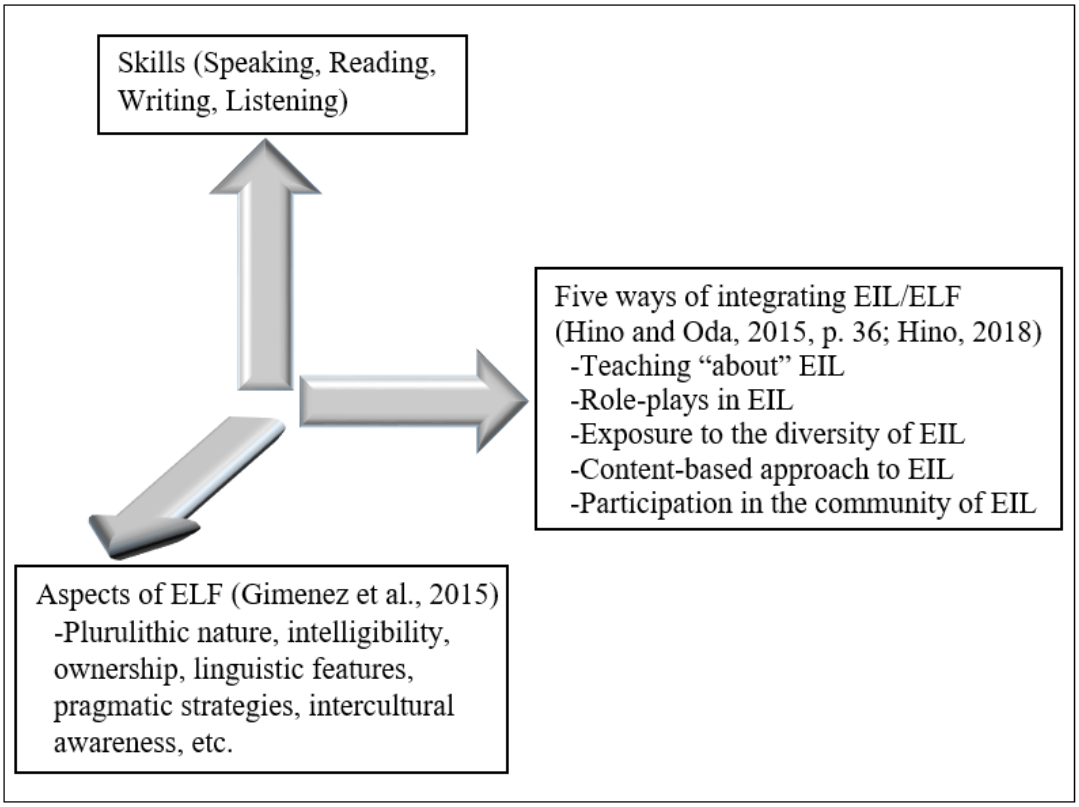


Figure 6 Three-dimensional analysis of lessons

The first dimension in Figure 6 is the skill or combination of skills the instructors preferred to focus on during the lessons. The skills of focus were usually clearly observable during the lessons, with very little ambiguity at times. Moreover, they were also evident either in the instructions given at the beginning of activities or in the lesson plans submitted by the instructors. Under the light of observation notes, lesson plans and the lesson materials, each of the 30 lessons were examined one by

one to note down which skills were targeted with the activities designed by the instructors. An activity could focus on a single skill such as a listening activity, or a combination of skills such as listening and speaking in the same activity as in the case of, for example, a listen-and-discuss activity. Details of how each skill was incorporated into classroom activities are provided in Chapter 4.

The second dimension was the methodological approach of the instructors when presenting the activities that they prepared. In order to analyze the methodological aspect of instructor preferences, the framework "Five ways of teaching EIL" proposed by Hino and Oda (2015, p. 36), and explained in more detail in Hino (2018) was employed. Hino and Oda (2015) report that this fivefold framework is indeed an updated version of a previous work of Hino (2010 cited in Hino & Oda, 2015). These five techniques are explained in the framework (Hino & Oda, 2015, p. 36) in the following way:

1. "Teaching 'about' EIL": This involves providing information about ELF/EIL to learners, for example how English has become so widespread and diverse.
2. "Role-plays in EIL interactions": These are activities in which learners perform role-plays and work on speaking and listening skills in "simulated" ELF/EIL contexts.
3. "Exposure to the diversity of EIL": This concerns the chances created for learners to familiarize themselves with various varieties of English in terms of "linguistic and cultural" features.
4. "Content-based approach to EIL": This involves presenting ELF/EIL through a "subject matter", where the topical focus could be on different subjects.

> 5. “Participation in the community of EIL users”: This comprises being part of real ELF/EIL interactions. Learners receive assistance to get involved in ELF communication through various channels that might involve not only interaction but also other forms of involvement, such as following various real-life content around the world, thereby studying ELF via “authentic experiences”.
>
> (Hino & Oda, 2015, p. 36)

Hino (2018) conceives the last four ways as means to “teach EIL”, as opposed to “teach *about* EIL” (p. 91, emphasis in original). The author explains that while the first of the five ways can be associated with making learners more aware of ELF/EIL, the remaining four aim to tap into competencies and skills required in ELF communications. These were potential methods to be observed during lessons because they were discussed in detail during the online education. Depending on the explanations regarding the framework (Hino, 2018), the researcher examined the observed lessons in order to label and classify them under the five categories explained above. The process required going over the in-class observation notes and after-lesson field notes several times. The supplementary data sources, i.e., lesson plans and lesson materials, were also helpful in the process. Detailed examples of how each method was incorporated into classroom activities are provided in Chapter 4.

The third dimension of observational data analysis relates to the aspects of ELF/EIL that were chosen by instructors as the focus of their lessons. In this case, I referred to the literature to come up with potential aspects that might be of interest in

the lessons such as intelligibility, intercultural awareness, and pragmatic strategies. However, the theoretical discussions in the literature were used only as a guide, and the actual categories (aspects of ELF) emerged from the data. This analysis approach was previously adopted by Gimenez, Calvo & El Kadri (2015) when analyzing the ELF-aware materials prepared by pre-service teachers. Similar procedures were followed to the previous two dimensions when analyzing aspects of ELF incorporated in the lessons. Again, detailed examples of the observed ELF aspects in the lessons are reported in Chapter 4.

It is crucial to note that I had a predominantly qualitative approach when analyzing the observational data and other supplementary evidence. However, for each dimension discussed above, I also paid attention to the number of occurrences as numerical bases for qualitative inferences. Therefore, qualitative and quantitative approaches to classroom observation were used to come up with holistic and individual descriptions of lessons. This means that apart from qualitative descriptions of teaching preferences, I also followed an instance-based approach to lessons when analyzing the data since i) some lessons involved activities that incorporated multiple methodological approaches to integrating EIL in the classroom or focused on multiple aspects of ELF, and ii) in some cases, not all activities within a lesson targeted ELF since some instructors preferred to integrate it in one part of the lesson. Two cues were adopted as indicators of separate skills (individual or integrated), methods, and aspects within a lesson or activity. They were either clearly separated, for example with different names and goals, in the lesson plans, or the transition was made clear by the instructor during the lesson in the form of changes in procedures and patterns of behavior. Nevertheless, in cases where a classroom activity involved a combination of the methods, aspects or skills, I carried out a solely qualitative

evaluation so as to detect which aspects of the activity concentrated more on particular levels of the three dimensions explained above.

3.8 Validity and reliability issues

Validity and reliability are important criteria for any scientific inquiry since the obtained results need to be solid and trustable (Merriam & Tisdell, 2015). In order to earn such trust, research should be logically designed and meticulously conducted, and the interpretations of findings should be sound and appropriate (Merriam & Tisdell, 2015). Denzin and Lincoln (2018) draw attention to the difference between the measures of evaluating a study in *constructivist* and *positivist* approaches. Therefore, although I am aware that there are alternative approaches to validity and reliability in qualitative research, I stuck to the terms "validity" and "reliability" since they are probably more familiar to readers. Moreover, this study has a mixed-method design, and reliability needs to be understood from a more positivist perspective in the case of survey research. However, I explain the qualitative counterparts of the validity and reliability concepts below, along with the information about how these concerns were responded to in this study.

A frequently referenced set of concepts regarding qualitative inquiries are *credibility*, *transferability* and *dependability* (Lincoln & Guba, 1985), which are discussed by various scholars as alternative conceptualizations to internal validity, external validity and reliability respectively (e.g., Denzin & Lincoln, 2018; Friedman, 2012; Merriam & Tisdell, 2015).

According to Merriam and Tisdell (2015), internal validity is about the extent to which outcomes from a study reflect the truth; however, since qualitative approach acknowledges subjective realities, credibility in a qualitative inquiry refers to the

extent to which these subjective realities are accurately captured. As for external validity, the authors go on to explain, while this criterion mainly concerns how findings are relevant to a population, its qualitative counterpart, transferability, concerns how much findings can be made useful for other cases or contexts. Finally, as opposed to the notion of reliability which is about consistency and replicability, the notion of dependability should be understood as the extent to which the findings are meaningful and appropriate under the light of evidence, therefore "consistent and dependable" (Merriam & Tisdell, 2015, p. 251). Mainly following Creswell's (2014), and Merriam and Tisdell's (2015) suggestions, the following procedures were adopted so as to ensure validity and reliability, i.e., credibility and dependability of findings.

3.8.1 Validity

In order to achieve credible and transferable results, a number of strategies are suggested, which include employing triangulation techniques, member checks, rich descriptions, acknowledging your stance as a researcher, spending enough time collecting evidence, and peer feedback (Creswell, 2014; Friedman, 2012; Merriam & Tisdell, 2015).

Triangulation can be exercised for data gathering methods and data sources (Merriam & Tisdell, 2015), as well as theories and researchers (Duff, 2008). Multiple data collection techniques were used in this study including interviews, questionnaires, document analysis and classroom observation with the aim of gaining a deeper and more thorough understanding of the phenomenon under investigation. Moreover, data sources were also multiple because evidence was collected from five different sites in the case of instructors, and seven different sites in the case of

students, which made it possible to have data from participants working or studying in different institutions. Employing multiple sources in data collection is associated with more comprehensive insight regarding the research topic (Bogdan & Biklen, 2007). Another rationale is that various instruments capture the issue under focus at certain levels of detail, making some of them more useful for particular purposes (Borg, 2006).

Rich descriptions can contribute to external validity of a research. Employing detailed descriptions are more concerned with transferability (external validity), rather than internal validity (Duff, 2008). Duff (2008) explains that detailed descriptions allow the consumers of the research to draw more accurate conclusions regarding the relevance and potential implications of the study to their own contexts. Therefore, the context, participants, data collection and analysis processes, and how the results were interpreted were explained in rich detail in the current study. Such detailed accounts can make it possible for readers to better grasp the similarities and differences between the current study and their own setting, and therefore, this creates better chances of transferring the findings. The transferability of findings can also be increased with "variation in the sample" (Merriam & Tisdell, 2015, p. 257). Involving participants with different educational and professional backgrounds as well as different institutions, the current study makes its findings more transferable to other similar settings (Merriam & Tisdell, 2015).

Acknowledging your position is another strategy that adds to the credibility of a study since explaining where you stand in relation to the phenomenon under investigation enables the readers to have an idea about how the researcher's worldview might have influenced his/her interpretations (Friedman, 2012). At the beginning of this chapter, I explained my stance in relation to the research topic,

along with possible biases that I might have had so that the readers can better follow and interpret the findings. Although nearly all research is influenced by those who conduct them in one way or another, it is important to consider how personal lenses might have been involved in the process (Bogdan & Biklen, 2007). A further strategy is presenting not only the evidence that conforms to emergent general tendencies, but also evidence that runs counter to general tendencies and assumptions (Duff, 2008), which is also an issue I took into account as an ethical consideration and for enhanced credibility when presenting the findings.

As for the question of how much data is enough, Merriam and Tisdell (2015) state that it does not have a straightforward answer, but they suggest that enough is when data becomes repetitive, thereby getting "saturated" (p. 246). In the case of the current study, the concern for enough data was relevant to classroom practices of the instructors, which took place throughout a period of three months. Although the data collection and analysis did not go parallelly to allow the researcher to check data saturation, it was previously planned that each instructor would be observed throughout a long enough period so as to give them sufficient chance to put their plans into practice. This would also allow for revealing practice patterns across cases as well as within cases. Therefore, in order to ensure that enough time is spent observing each instructor's practices, they were visited three sessions each, which proved an effective strategy since it was observed that certain behaviors became repetitive across sessions.

Still another strategy to reinforce credibility is seeking peer feedback regarding various parts of the study (Creswell, 2014). In this study, a PhD candidate whose expertise is in a different area of ELT provided feedback as an outsider at different stages of the research. For example, the feedback included how healthy and

neat was the creation of codes depending on the parts of interview transcripts, and how sound and analytic the process of creating particular themes was based on these codes. Such evaluation from a second eye is accepted to add to the validity of findings (Creswell, 2014).

Finally, a different set of procedures were followed in the case of student surveys. Two different procedures provided evidence of validity regarding the student survey. First, the content coverage was evaluated by four different experts, and revisions were carried out based on that, which adds to the content validity of the survey. Second, the results of survey data were qualitatively compared against learner focus group interview data, which provides evidence for criterion validity because what the survey reveals is supposed to be in line with what the students verbally report during interviews. Any evidence that promotes these validity criteria is associated with the more comprehensive concept of construct validity, therefore provides evidence for the general construct validity of the tool, i.e., the questionnaire (Messick, 1995).

3.8.2 Reliability

Since the qualitative approach focuses on subjective, and therefore changing realities of participants, it is inappropriate to expect consistency in the sense that the same procedures bear the same replicable results (Neuman, 2014). Yin (2009) states that the reliability concept is about avoiding making error and being biased in a case study, and a strategy to achieve this is keeping track of all the procedures implemented throughout the research. Similarly, Merriam and Tisdell (2015) explain that the criterion of consistency, or dependability, concerns how much the findings are coherent based on the collected evidence. Merriam and Tisdell (2015) add that

methods such as triangulation, feedback from peers and *audit trail* (a record of followed procedures) enhance the dependability of a study. In the current study, the procedures followed when collecting and analyzing data, and drawing inferences are explained in detail at various parts of the thesis, and particularly in this chapter. I intentionally followed a story telling fashion at some points in order to clarify how I ended up pursuing certain tracks instead of others. This strategy proved helpful especially during content and thematic analysis of textual data, where I took notes of why I made certain decisions and how I proceeded to arrive at conclusions.

Another measure of reliability taken in this study was inter-coder reliability for the coding of peer interviews with the instructors and focus-group interviews with the students. 10 percent of the transcriptions of instructor interviews and 13 percent of the student focus-group interviews were shared with a second coder along with the code books. The second coder was pursuing PhD in the area of ELT and was familiar with qualitative data coding for content and thematic analysis. The codebooks had the list of codes used for each set of the interviews, one for the instructor and one for the student interviews. The second coder read through the transcriptions and re-coded them without seeing the initial coding carried out by the researcher. The second coder also had the freedom to add new codes if necessary. The inter-coder reliability indices were calculated in the form of Cohen's Kappa. The results revealed a Kappa value of .798 for the instructor interviews, and .790 for the student focus-group interviews. Both Kappa values indicate a substantial amount of agreement between the coders (Landis & Koch, 1977), and both values were significant at $p<001$. Overall, this set of analyses provided evidence that the coding of the interview data from instructors and students was reliable.

A further concern of reliability was about the student survey. In this case, a measure of internal consistency was taken. Cronbach's α indices were calculated independently for the two parts of the survey both on the pilot data and the main data. Evidence of internal consistency is supposed to indicate the extent to which items in a scale behave in a collective manner to tap into a latent variable (Cramer & Howitt, 2004). The final version of the survey yielded acceptable levels of reliability for each component of the survey separately and also for the overall survey (Cronbach's α was .618 for the first component, .794 for the second component, and the overall reliability of the scale was .794).

One final note in this section is that the procedures that can be followed to ensure higher validity and reliability are not restricted to the ones discussed here; however, they are certainly among the most frequently followed ones (Merriam & Tisdell, 2015).

3.9 Ethical issues

Patton (2015) presents a set of ethical issues that are important to consider, and provides a guideline for ethical conduct in interviewing. The guideline comprises several points to take into account which include making the necessary explanations to the respondent, assessing risks, assuring confidentiality, obtaining the informed consent, procedures to access data, and legal issues. Similarly, focusing more generally on ethics of conducting research within constructivist paradigm, Fehring (2002) discusses what it entails to conduct study with human participants from an ethical perspective and how ethical requirements influence the ways of collecting data. These considerations include the magnitude of "the researcher's voice", issues

of “power and vulnerability”, “access to participants”, and “confidentiality and anonymity” (Fehring, 2002, p. 30).

The first concern in Fehring’s criteria is related to critical aspects of conducting research, i.e., trustable, dependable and confirmable conduct and results. These concerns were responded in detail under the title of validity and reliability in this chapter. Some of the strategies employed for these concerns were triangulation, peer reviews, and gathering enough amount of data (Fehring, 2002).

The second concern is about the relationship between the researcher and the participants in terms of power as well as possible vulnerability issues, while the third concern is about the procedures followed when gaining access to participants. Both of these ethical concerns were considered in the course of obtaining the ethical approval of the Ethics Committee for Master and PhD Theses in Social Sciences and Humanities (Appendix J), and another approval from Institutional Review Board for Research with Human Subjects at Boğaziçi University. Therefore, both instructor and student participants were first requested to sign a consent form before getting involved in the research. The consent forms were independently prepared for each group of participants taking part in different stages of the study, and it provided detailed information about the topic and purpose of the study, all the steps of the study that the participants were expected to complete, their rights as participants of the study, the fact that they were free to leave the study at any stage they wanted, how the data collected from them would be used and stored, and contact information of the researcher for any further inquiries and questions. The informed consents assured that the participants accepted to take part in the study on a voluntary basis without any external pressure, knew the requirements and all the processes of the study beforehand, and would not be given any rewards for completing the study or

would not suffer any negative consequences for deciding to discontinue it. See Appendix K (Instructor participants), Appendix L (Survey participants), and Appendix M (Focus-group participants) for English versions of the consent forms.

A further critical concern is about confidentiality of the individuals taking part in the study. The participants were assured in the consent forms about their anonymity and the confidentiality of any personal information they would provide. During the data collection process, I also verbally repeated that any personal information would be kept confidential and would not be shared with third parties. Moreover, as the researcher, I paid utmost attention to the anonymity of the participants and the institutions involved in the study when writing the dissertation. For example, I used specific codes to refer to individuals and institutions. I was mindful of not providing any specific information regarding individuals and institutions that would allow third parties to identify them.

Furthermore, I also pursued ethical codes and aimed for the highest academic standards throughout all the processes that do not involve participants, including data analysis, reporting results, and working these up into the dissertation.

CHAPTER 4

RESULTS

This chapter presents the findings of all the analyses explained in the methodology section. The results are presented in the same order with the research questions. Therefore, first, the question regarding the extent to which language learners at preparatory schools of universities are aware of ELF and whether they have any ELF-compatible language learning aims is addressed. This is followed by the results regarding the other research questions which concern instructors' conceptualization of the ELF - ELT relationship, their practice preferences, evaluation of their educational and teaching experiences, and finally the students' feedback on the lessons delivered by the instructors.

4.1 Students' ELF awareness and language learning aims

The research question in this part has two main sections, the first part of which concerns learners' awareness of ELF at preparatory schools, and the second section concerns their linguistic aims from an ELF perspective. The questionnaire data from 466 respondents was statistically analyzed for reliability, descriptive information, and whether there were any meaningful tendencies.

As also indicated in the methodology section, Cronbach's alpha for the overall scale was .794, while it was .618 for the ELF awareness component and .794 for the learner aims component. The section below presents the statistical findings from the ELF awareness component of the questionnaire.

4.1.1 Students' ELF awareness

Before moving to the descriptive and inferential statistics, Table 9 below presents English translation of the 21 items on the ELF awareness subscale for ease of reading the results in the rest of the chapter. Items 1, 2, 5, 6, 7, 8, 11, 12, 15, 16, 17, 18, 20 and 21 are the statements that contain factual information regarding the ELF phenomenon, and therefore higher agreement on these statements is accepted as an indication of higher ELF awareness. On the other hand, items 3, 4, 9, 10, 13, 14 and 19 contain inaccurate or faulty information, and therefore higher agreement on these statements is accepted as an indication of lower ELF awareness.

Table 9. List of items on the ELF awareness sub-scale

Item num.	*Statement*
1	The language in which I can express myself in international contexts is English.
2	English is important for communicating with people from different cultures.
3	People learn English to communicate primarily with native speakers.
4	People speak British or American English in international contexts (such as international conferences or the internet).
5	People with high intercultural awareness use English more effectively.
6	It is important to be intelligible when using English in international settings.
7	People can reflect their own culture in the English they speak.
8	Interactions in English around the world take place mostly among second or foreign speakers of English.
9	Speakers of English as a second/foreign language use broken or poor English.
10	People speak standard English in international contexts.
11	To be able to use English effectively, it is important to be intelligible.
12	Being intelligible when using English is more important than using English like an American or British.
13	Interactions in English around the world take place mostly among native speakers of English.
14	Native speakers of English always speak correct English.
15	People speak different varieties of English in international contexts.
16	Nonnative speakers of English can add new words to English.
17	English is important for learning about world cultures.
18	Being intelligible is more important than being accurate when using English.
19	Native speakers are the owners of the English language.
20	There are different varieties of English spoken around the world.
21	Nonnative speakers of English have a role in changing the English language.

Note: The questionnaire was administered in Turkish (see Appendix G). The translations from Turkish to English were done by the researcher and cross-checked by a research assistant who was a PhD candidate in the area of ELT.

Based on participant responses, the percentages of each option of the 21 items on ELF awareness component were calculated. The results are presented in Table 10 below. For a neater presentation, the items are referenced with their numbers instead of repeating full statements.

Table 10. Percentage of responses for each option on the ELF awareness component

Item	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)
1	77.7	17.8	3	0.9	0.6
2	74	20.6	4.5	0	0.9
3	7.9	11.6	31.3	32.8	16.3
4	42.7	35.2	14.8	4.9	2.4
5	29	31.3	24.9	9.4	5.4
6	70.6	24.7	3.9	0	0.9
7	31.5	32.2	24.2	10.5	1.5
8	23.4	32.8	32.4	9	2.4
9	4.5	8.4	22.3	33.9	30.9
10	14.4	40.1	32.4	9.2	3.9
11	61.4	30.7	6.7	0.4	0.9
12	62.7	25.3	7.5	1.9	2.6
13	8.6	12.2	29.8	30	19.3
14	5.4	10.3	21.5	31.5	31.3
15	43.3	38.8	12.7	2.8	2.4
16	10.9	16.5	29	21.5	22.1
17	47.9	30.3	16.3	4.9	0.6
18	35.2	27.3	26	8.2	3.4
19	5.6	4.1	9.2	19.3	61.8
20	36.9	34.5	16.7	9.4	2.4
21	19.5	26.6	31.8	14.4	7.7

Note: N=466.

Overall, Table 10 above shows that apart from the items 3, 9, 13, 14, 16 and 19, there is a tendency to agree with the given statements. In the cases where the respondents tended to disagree, all statements except Item 16 carry a meaning contrary to ELF understanding. For a deeper examination of the data, further descriptive results from the ELF awareness part of the questionnaire (means and standard deviations) are

presented in Table 11 below. The table also presents one-sample t-test results for each of the items on the scale, comparing participant responses to the critical value of "3" which corresponds to not taking a position with regard to the given statements.

Table 11. ELF awareness of learners at preparatory language schools of HE institutions

Item num.	**Mean**	**SD**	**df**	**t**	**p**
1	4.71	.628	465	58.710	.000
2	4.66	.644	465	55.926	.000
3	2.62	1.128	465	-7.268	.000
4	4.10	.987	465	24.254	.000
5	3.69	1.143	465	13.050	.000
6	4.64	.641	465	55.272	.000
7	3.81	1.040	465	16.961	.000
8	3.65	1.008	465	14.104	.000
9	2.21	1.108	465	-15.257	.000
10	3.51	.977	465	11.468	.000
11	4.51	.716	465	45.609	.000
12	4.43	.907	465	34.167	.000
13	2.60	1.177	465	-7.197	.000
14	2.26	1.163	465	-13.577	.000
15	4.18	.923	465	27.579	.000
16	2.72	1.277	465	-4.607	.000
17	4.19	.927	465	27.876	.000
18	3.82	1.104	465	16.152	.000
19	1.72	1.140	465	-24.158	.000
20	3.94	1.060	465	19.168	.000
21	3.35	1.172	465	6.599	.000

Note: N=466.

First, the mean values for the items confirm that the respondents tended to agree with most of the statements. Only on the items 3, 9, 13, 14, 16 and 19, the respondents tended to disagree with the given statements because the mean values for these statements turned out to be below 3. All of the items indicating a higher awareness of ELF, except Item 16, were given higher average scores than 3. All of the items indicating a lower awareness of ELF were given lower scores than 3, except items 4

and 10. Furthermore, the strength of agreement with items 1, 2, 6 and 11 was particularly high since the mean values of these items were closer to “strongly agree” (5) than “agree” (4). Finally, the standard deviations of the statements with which the respondents disagreed tended to be higher than those with which they agreed, which indicates a larger spread of ratings on the disagreed statements.

Second, the t-test comparisons show that all of the tendencies, either higher or lower than 3, were significantly different from the critical value of 3 ($p < .001$). This shows that all responses showing a tendency of agreement or disagreement with a given statement were meaningfully different from having no opinion about it.

4.1.2 Students’ language learning aims

In this section findings regarding language learning aims of preparatory school students from an ELF perspective are presented. Again, for ease of reading the results in the rest of the chapter, first, English translation of the 24 items on the learning aims sub-scale are presented in Table 12 below. The items 7, 12, 15, 16 and 23 are statements that contain native-speakerist language learning aims, and therefore higher agreement on these statements is accepted as an indication of lower parallelism with ELF perspective. The rest of the items on the scale are all ELF compatible.

Similar procedures were followed in this section to the ones in the previous section where the results from the first component of the student survey was reported. Based on participant responses, the percentages of each option of the 24 items on learner aims component were calculated.

Table 12. List of items on the learner aims sub-scale

Item num.	Statement
1	I should be able to communicate in English with my friends whose mother tongue is different from mine.
2	I should be able to follow international conferences, seminars, etc. in English.
3	I should be able to communicate in English with my instructors whose mother tongue is different from mine.
4	I should be intelligible when I speak in English to someone whose mother tongue is different from mine.
5	I should be able to read English academic resources produced by authors from different national and cultural backgrounds.
6	I should be able to give presentations in English to audiences whose mother tongue is different from mine.
7	I should have a native-like accent when I speak English.
8	I should be able to communicate in English with native speakers of English.
9	My English proficiency should be at a level to enable me to participate in international projects and research.
10	My English proficiency should be at a level to enable me to receive undergraduate or graduate education overseas.
11	I should be able to follow internet (video, blog, etc.) or artistic (movie, novel, etc.) contents produced in English by people from different countries and cultures.
12	I should learn standard English in order to use English effectively.
13	My English language skills should be at a level to communicate with native speakers of English.
14	My English proficiency should be at a level to enable me to succeed in my professional life.
15	If I learn about British or American culture, I will use English more efficiently in international situations.
16	I should be able to write like a native speaker of English when writing assignments, essays, etc. in English.
17	I should be able to communicate in English with people from any cultural background.
18	My English proficiency should be at a level to enable me to follow developments around the world in my undergraduate area.
19	People whose mother tongue is different from mine should be able to understand my writings in English.
20	My English language skills should be at a level to communicate with people from British or American culture.
21	I should be able to communicate in English with second/foreign language speakers of English.
22	I should be able to follow lectures in English delivered by instructors from different countries.
23	I should be able to use English like a native speaker.
24	My English proficiency should be at a level to enable me to participate in international exchange programs.

Note: The questionnaire was administered in Turkish (see Appendix G). The translations from Turkish to English were done by the researcher and cross-checked by a research assistant who was a PhD candidate in the area of ELT.

The results are presented in Table 13 below. For a neater presentation, the items are referenced with their numbers instead of repeating full statements.

Table 13. Percentage of responses for each option on the learner aims component

Item	Strongly agree (%)	Agree (%)	Not sure (%)	Disagree (%)	Strongly disagree (%)
1	73.4	20.6	4.7	0.6	0.6
2	79.8	16.1	2.8	1.1	0.2
3	78.3	18	3	0.4	0.2
4	80	16.3	3	0.2	0.4
5	77.3	16.3	5.2	0.9	0.4
6	75.5	17.6	5.8	0.4	0.6
7	17.8	24.2	25.1	18.7	14.2
8	75.1	19.5	4.9	0	0.4
9	79.4	13.9	4.7	1.3	0.6
10	80.9	13.5	4.3	0.4	0.9
11	79.2	15.9	3.6	0.4	0.9
12	36.3	30.9	23.6	5.8	3.4
13	59.9	28.1	7.7	2.8	1.5
14	80.9	14.2	3.2	1.1	0.6
15	35.6	26	26.4	9.7	2.4
16	50.4	30.5	11.6	5.6	1.9
17	72.5	20.8	4.9	1.3	0.4
18	76.6	18	3.6	1.1	0.6
19	76.4	17.8	4.3	1.1	0.4
20	59.2	28.1	9.9	2.1	0.6
21	74	21	3.9	0.4	0.6
22	78.3	17.4	3	0.4	0.9
23	36.5	31.5	20.2	6.7	5.2
24	76.6	17.4	5.2	0.6	0.2

Note: N=466.

Overall, there is an obvious tendency to agree or strongly agree with the given statements as opposed to disagree or strongly disagree. Even the percentages of “not sure” option in this component are quite low, indicating that learners were usually sure of their opinions. Only on Item 7, the extent of disagreement was visibly higher compared to the disagreement percentages on other items, but still, the percentage of

agreement is larger than disagreement on this item. Apart from that, about a quarter of respondents indicated that they were undecided about the items 7, 12 and 15. Similarly, about one fifth of the respondents were unable to take a position about Item 23. Apart from these exceptions, there is a strong tendency to agree with the given statements.

For a more detailed examination of the data, further results from the language learning aims part of the questionnaire (means and standard deviations) are presented in Table 14 below. One-sample t-test results are also presented for each of the items on the scale comparing participant responses to the reference value of "3" which corresponds to not taking a position with regard to the given statements.

Table 14. Language learning aims of students from an ELF standpoint

Item num.	**Mean**	**SD**	**df**	**t**	**p**
1	4.65	.661	465	54.006	.000
2	4.74	.581	465	64.715	.000
3	4.73	.552	465	67.886	.000
4	4.75	.557	465	67.864	.000
5	4.69	.648	465	56.297	.000
6	4.66	.664	465	54.265	.000
7	3.12	1.30	465	2.135	.033
8	4.68	.604	465	60.316	.000
9	4.70	.677	465	54.209	.000
10	4.73	.641	465	58.258	.000
11	4.72	.635	465	58.470	.000
12	3.90	.1.06	465	18.406	.000
13	4.42	.864	465	35.471	.000
14	4.73	.633	465	59.170	.000
15	3.82	1.09	465	16.378	.000
16	4.21	.985	465	26.697	.000
17	4.63	.677	465	52.137	.000
18	4.68	.655	465	55.606	.000
19	4.68	.646	465	56.334	.000
20	4.43	.806	465	38.321	.000
21	4.67	.633	465	57.066	.000
22	4.71	.625	465	59.282	.000
23	3.87	1.13	465	16.683	.000
24	4.69	.616	465	59.362	.000

Note: N=466.

The mean values for the items confirm that the respondents tended to agree with all of the statements. Only on the items 7, 12, 15 and 23, the mean values were below 4 (but still over 3), signaling a relatively weaker level of agreement compared to the rest of the items. The standard deviations of these same four items were also larger (over 1) than the rest of the items, which indicates that the spread of ratings was larger for these four items. The strongest agreement was with Item 4 with a mean score of 4.75 while the lowest level of agreement was with Item 7 with a mean score of 3.12.

The t-test comparisons on this component show that all of the tendencies, either higher or lower than 3, were significantly different from the critical value of 3. This shows that all responses showing a tendency of agreement or disagreement with a statement were meaningfully different from having no opinion about it. One thing to notice in Table 14 is that the p-values turned out to be smaller than the critical level of .001 for all of the items, except Item 7 which had a p-value of .033, therefore smaller than the critical value of .05. In summary, this set of analyses indicated that all of the language learning aims stated on the scale were rated by the students as significantly important to attain.

4.2 The instructors' conceptualization of the relationship between ELF and ELT

The thematic and content analysis of the instructor interviews following the online education and the written responses of the instructors during the online education focused on how the instructors conceptualized the relationship between ELF and ELT. Through iterative analyses, the codes regarding ELF-ELT relationship that emerged from the data were collapsed into 12 categories which were later grouped under five themes. All the themes connect to the global theme of "conceptualization

of ELF-ELT relationship". The emergent themes and the lower-order categories are presented along with the number of references in Table 15 below.

Table 15. Themes and categories regarding the instructors' conceptualization of ELF-ELT relationship

Global Theme	Themes	Categories	Frequency of references
Conceptuali-zation of ELF-ELT relationship	A frame of reference	A frame of reference	25
	A requisite understanding for ELT	A requisite understanding for ELT	31
	Empowering learners	Higher awareness of how English is used internationally	31
		Higher confidence and motivation	21
		Engagement in critical thinking	5
	Incorporation mechanisms	Familiarizing with and respecting different varieties and cultures	47
		Prioritizing content and intelligibility	26
		Giving information about ELF	5
	Liabilities of ELF		16

As also shown in Table 15 above, the instructors' words were conceived under five themes, which were respectively i) ELF should be understood as a frame of reference, ii) ELF is a requisite understanding in ELT, iii) ELF-aware language teaching empowers learners, iv) ELF can be reflected in teaching through various mechanisms, and v) There are some liabilities of ELF-aware teaching.

4.2.1 ELF is a frame of reference

The first theme signifies that ELF is a frame of reference, i.e., a philosophical stance, rather than a piece of information to master or a new approach to language teaching. The participant instructors referred to this point of view 25 times during the

interviews and in their written responses. The main proposition was that ELF is an understanding beyond methodological approaches to language teaching, and therefore should always be a part of teaching as a teaching philosophy, irrespective of the content to be delivered, skills to be taught or the kind of traditional teaching approaches adopted. The word "way" appeared 17 times while "philosophy" appeared 10 times in the instructor responses within this theme. For example, Instructor 1 referred to ELF awareness as "a core process in our students' language learning process", and to ELF as "a perspective towards the language which directs firstly your motivation […] and secondly it directs your way of learning the language." Instructor 4 stated that ELF-aware way changed her "philosophy of teaching" while Instructor 8 said "I'm now more open to ELF I can say. [Regarding] all the topics, how can I can do this with ELF? I have these questions in my mind." Instructor 8 here expresses how she thinks from an ELF perspective when teaching, regardless of the topics and themes covered in the lesson.

With the following words, Instructor 6 explained how ELF should be seen as a philosophical understanding, rather than a set of language skills.

> I always see English as a lingua franca […] like a philosophy of teaching English […] For me, it's like, it's not like grammar teaching, it's not like strategy training, it's not like writing teaching okay. It's like a philosophy for me. (Instructor 6)

Instructor 6 above emphasized how ELF should not be confused with teaching of other skills. Similarly, Instructor 10 below emphasized that having a global perspective of English in language teaching was beyond ELT methodologies.

> […] the characteristics is that first the teacher should embrace the power of English as a lingua franca. And when it comes to methodology, I actually implement an eclectic methodology in all my classes because I can't say one

> methodology is better than the other. Sometimes it is theme-based. It could be fashion, and I could include some Italian speakers of English. It could be about China's growing position in business, and there could be Chinese speakers of English, and mostly production activities. The methodology should always include the production activities. And we could teach our students […] the grammatical, pragmatic, […] semantics aspects of it to make them know that "okay there is something there English as a lingua franca, and these are the aspects". So, I think it requires an eclectic approach because it could be task-based or theme-based, you could have some technology in it. It can be supported with many […] different methodologies. (Instructor 10)

Similar views were also expressed by Instructor 2 who said that "ELF is not the concept to teach for me. That's a way of approaching my teaching." Likewise, Instructor 7 drew attention to the fact that ELF is more about how we approach the English language than the topics covered in a lesson, and she stated "it doesn't have to be so specific [...] It should be just a regular English class, but it should cover up, as we said, some lingua franca characteristics." With these words, Instructor 7 underlined that ELF does not need to be separately adressed during lessons, but instead, it should be a characteristics of whatever done in the classroom.

4.2.2 ELF is a requisite understanding for ELT

The second theme "a requisite understanding for ELT" refers to the idea that ELF is an important and required understanding in ELT practices; therefore, it is a necessity that teachers have a global understanding of the English language and combine this understanding with their teaching. This second theme differentiates itself from the first one in that it emphasizes how important and integral a global understanding of English is in language teaching practices, rather than how ELF itself is conceived. The view of "a requisite understanding for ELT" was voiced 31 times by the instructors. While the words "ELF" and "teaching" appeared 21 times each, the word "important" was used 10 times within this theme. For example, Instructor 11 simply

put his views into words by saying “I think English should be taught as a global language”, and similarly Instructor 3 stated that “as we all teach English, we have to be familiar with ELF.” Instructor 7 referred to ELF as an “indispensable part of ELT”. Instructor 10 also highlighted the importance of an ELF understanding in teaching practices with the words “I think it’s very important. It’s not just one term that stands out there, but it’s something that we should think about more, and integrate more.”

In the following extract, Instructor 4 not only emphasized the necessity of understanding English as a global language, but also suggested that novice teachers should also be educated in that respect.

> […] we need to start accepting and using it in academic level, I mean classes. So in that term lingua franca is and will be more and more important in our life, and we are teachers, and we need to accept it, learn it very well, and even teach it to our young fresh fellow teachers. (Instructor 4)

Instructor 5 drew attention to a need to change educational policies so that language teachers can be trained with an ELF understanding and the teaching materials can be produced with a global perspective.

> Firstly, we need to change our language education policy. We need to inform teachers about ELF-aware language education so that they could enable it in their classes. Books and other in-class materials should be designed with a more global understanding. (Instructor 5)

The necessity of understanding English as a lingua franca in mainstream teaching practices is highlighted in relation to several aspects of ELT by Instructor 5 above, including educational polcies, teacher education, and teaching materials.

4.2.3 ELF understanding empowers learners

The third theme that emerged from the data was that a global understanding of English language in ELT practices empowers learners from various aspects. Three sub-themes (or categories) were detected under the third theme. The first category is that ELF-aware teaching enables learners to have a higher awareness of how English is used internationally, which was verbalized 31 times across the interviews and written responses. The second category was that ELF is associated with higher confidence in learners' own English, and higher motivation to use and improve it. This was indicated 21 times by the instructors. Finally, the last category was related to the fact that ELF can encourage learners to think critically, a view expressed five times by two of the instructors.

4.2.3.1 Higher awareness of how English is used internationally

Regarding the first category under the theme of "empowering learners", the instructors highlighted how an ELF-aware teaching could make the language learners more aware of global uses of English in international encounters by multilingual and multicultural speakers. For instance, Instructor 10 drew attention to the necessity of informing learners about the fact that they will need to "communicate with mostly nonnative speakers of English", and Instructor 4 stated that an ELF-aware approach "would prepare them [learners] for real life". In a similar vein, Instructor 5 explained that understanding English as a global language is a natural result of globalization and learners would benefit from being aware of this situation. She said "[…] the world is changing, the language we are using is changing, so we need to adapt it. So, it was kind of the best thing for me to explain that to students." Giving the example

of her own institution, Instructor 9 expressed that learners would benefit from multicultural materials and exposure to diverse Englishes.

> In our institution we have teachers coming from different nations, I mean recruiting international staff rather than native speakers of English. I think it does help. Providing multicultural materials might help […] exposure to Englishes and having international staff, having international students. (Instructor 9)

In a similar fashion, Instructor 1 anticipated that the learners would benefit from an ELF-aware language education in terms of becoming more aware of how English is used internationally. He reported,

> I believe it [ELF-aware language education] would affect them really in a positive way, and the students […] have this stake at hand, like they have to pass the proficiency, otherwise they will fail. But I'm really sure when they go to their departments, when they attend their classes, attend their lessons, attend some conferences, they will realize that English has become something global and that will affect their language learning process a lot, and language experiences a lot. They will start to realize that "the language that I have, I can do a lot; I can do something international with it". And I think at the end of two years in their departments, they will start to see that, they will start to see that "okay, the language that I have is really good, and I can really achieve a lot with it. I don't need to confine myself with some norms, with some standards or with some lines. I should do a lot with that with a lot with the language." (Instructor 1)

Here, Instructor 1 drew attention to the difference between what the learners had to focus on in the preparatory school, and what they probably would be exposed to in their departments.

4.2.3.2 Higher confidence and motivation

A second way in which ELF can empower learners was about learners' self-confidence and higher motivation to improve their English. The words "confident" and "confidence" appeared 12 times across the instructors' verbal and written

responses. For instance, regarding ELF awareness, Instructor 1 said that "I think this would increase their motivation and learning process", implying that understanding English as a lingua franca would enable language learners to learn more efficiently. He also implied that an ELF-aware approach improves their self-confidence by stating "I think this process will help students realize that they can do that, and they can achieve what they want through using this perspective." Instructor 10 implied the same idea and stated that "students feel better about their language skills" while Instructor 2 voiced her ideas about the same topic with the words "they [learners] are more free, they are more open to learn". Instructor 4 also referred to ELF-aware teaching and said "I think they [learners] will be more relaxed and a little bit less nervous". Instructor 11, on the other hand, made an extended explanation and referred to the whole process of how ELF-aware education would influence learners. He noted,

> [...] they would feel more confident to speak and they would be aware of the fact that the language that they use may not be that native-like, may not be that competent, and they would be able to create their own creative usages. And if it is comprehensible, there would be no problem for them, and they would be more interactive and more productive in their departments [...] I mean they would be more initiative to start a talk with their lecturers or with their international friends, and they would speak more in their class, and they would participate in the discussions. (Instructor 11)

Above Instructor 11 emphasized that once learners feel free from NS norms, their academic involvement in lessons might increase. Instructor 8 expressed that learners could be more willing to speak English in their own way without worrying about standard norms if they were offered English language education with a global understanding. She said,

> It [ELF-aware teaching] also helps students to be more confident I can say, because the more they appreciate it, the more they say "okay, it is fine to have

> my Turkish accent." Maybe, they would feel more confident also. at least at the beginning while they were feeling really hesitant about speaking English. (Instructor 8)

She also added:

> They [learners] might feel more confident about their own accents, because […] in the past years, we were like "British accent or American accent, we should have". So, still now we have these ideas, but students may feel more comfortable when they encounter someone else or an international student […] they will have this idea of "it is okay with my accent, so, if I can make the message across, it will be fine for me". (Instructor 8)

According to Instructor 8 above, students will feel more confident with their competencies as ELF users when they become more aware of ELF. Commenting on the communication strategies ELF users make use of in international situations, Instructor 7 reported her observation in a written response:

> As far as I observe, the students who use such strategies feel more confident and safer in both speaking and writing in English. Otherwise, they hesitate to use English even for basic questions that they need to learn. They use their L1 instead. These strategies are effective for them to improve their language skills and use the target language with confidence. (Instructor 7)

She implied that students who could make use of pragmatic strategies in ELF contexts would have higher confidence in their languistic skills. Instructor 10 also wrote about an observation of herself regarding language learners in her institution: "The existing assessment practices involve some audios recorded by non-native teachers in my institution. I think this boosts learners' confidence in that they can perceive how the non-native speakers of English use the language effectively." She obviously stressed that successfull ELF users might pose good role models for students to increase their confidence. In a similar vein, Instructor 9 below explained how learners' attitude would change in an ELF-aware teaching environment.

> Turkish people have a tendency to stay quiet because they are afraid of making mistakes. When they see a person from Yemen speaking in English without those social barriers [and] trying to communicate, it would set a good role model, and they would start communicating no matter how much English they know. And it's a good attitude […] to keep communication going. (Instructor 9)

According to Instructor 9, NNS models of English users might encourage students to use English without feeling restrained.

4.2.3.3 Engagement in critical thinking

The final category within the third theme was that being aware of ELF could encourage learners to think critically about the English language and their language learning process. Two of the instructors mentioned this aspect of ELF awareness of learners. One of them was Instructor 1 who said that "it will allow students to understand that their language learning process, although it has some errors […], although they don't learn everything as quickly as we want from them, it's a natural process." He also stated that learners are supposed to reflect upon their learning process through ELF-aware practices, and what he wants to achieve in the classroom is encouraging such critical thinking. He said:

> ELF awareness, I think, is a high order thinking skill […] It's like a critical thinking process. So, first of all, I think it should allow students to reflect upon their own language, their English language, and their English language learning process. I think that's the first thing. That's what I try to do in my classes as well. (Instructor 1)

Therefore, Instructor 1 saw ELF as a way to encourage critical thinking. The other instructor who mentioned critical thinking issues was Instructor 6. By stating that

“it’s like prompting thinking, […] stimulating thinking”, she emphasized that ELF understanding in language teaching is a process that encourages critical reflection.

4.2.4 Incorporation mechanisms

The fourth theme regarding how the instructors understand the relationship between ELF and ELT concerns a number of ways to bring the ELF understanding into the classroom. Therefore, the references made here by the instructors are at conceptual level (rather than their practices), and they are reflections of the instructors’ ideas regarding ELF-aware teaching. All the views expressed by the instructors regarding how ELF can or should be integrated in ELT practices were grouped under three categories, which are i) familiarizing with and respecting different varieties and cultures, ii) prioritizing content and intelligibility, and iii) giving information about ELF. The written responses to one of the questions were exempt from analysis in this part because this particular question asked about the opinions of instructors about various ways of ELF integration presented in an academic article; therefore, since the question was guiding responses based on a particular content, it would have biased the results.

4.2.4.1 Familiarizing with and respecting different varieties and cultures

The participant instructors mentioned making learners aware of different varieties of English, different cultures, and the importance of respecting diversity numerous times. In total, this strategy as a way of ELF-aware teaching was referred to 47 times across instructor responses. The content analysis indicated that the words “variety” (which appeared 28 times), “culture” (which appeared 20 times) and “accent” (which appeared 15 times) were among the top frequent content words within this theme.

To illustrate, Instructor 10 highlighted the importance of exposing learners to non-native samples of speech as a way of preparing them for the real world. She wrote “I think we can include more audiovisual materials such as TED Talks recorded by non-native speakers of English to make sure the learners are exposed to more authentic content.” Very similar views were put to words by Instructor 1 in a written response. He wrote “I believe providing some visual examples where they could see speakers with different backgrounds in a video could help them familiarize with the concept of international communication”, drawing attention to the significance of audiovisual representation of diversity for students. Similar ideas regarding making learners aware of different varieties were verbalized by other instructors as well, including Instructor 4 who wrote that “the best thing to do for now is raising their awareness to the many varieties in the world”, Instructor 9 who said during the interview “we can bring in some examples from other Englishes to provide variety”, and Instructor 8 who also referred to the same idea by mentioning the importance of “introducing the students to the new varieties, the cultures [...], the multilingual environment they live in”. Instructor 2 commented on the same issue from a cultural perspective and referred to her own institution: “I would suggest to integrate some more intercultural elements to my institution’s curriculum by welcoming diversity and giving a place to cultures and values of foreign students.” Instructor 4, on the other hand, mentioned not only the importance of raising awareness towards English varieties, but also the importance of accepting the legitimacy of them. She stated,

> I realized that it is really important to accept those kind of varieties and make students aware of that, not only accept them, also make our students aware of these different accents because they were a bit, not a bit actually, quite judgmental about those different varieties. (Instructor 4)

Emphasizing how the linguistic situation has changed in the modern world, Instructor 9 also pointed out the significance of global Englishes in language teaching. She said,

> Variety is important. […] What I mean is, in our time, all the reading texts were based on English, England, English spoken environment, English people, whatsoever. But today in an ELF environment, there could be readings from New Zealand, from Australia, from India, from where English language is spoken. It may raise awareness about the varieties of English. (Instructor 9)

With above words, Instructor 9 obviously wanted to stress that the diversity is the norm now, and students should be made aware of that. Referring to how ELF understanding is reflected in her teaching, Instructor 2 stated that "that is reflected in my teaching practices like, for example respecting their cultures, respecting their way of answering my questions, for example respecting their way of speaking in terms of pronunciation", stressing how ELF understanding made her more tolerant towards the international learners' unique ways of expressing themselves in English.

4.2.4.2 Prioritizing content and intelligibility

A second incorporation mechanism frequently mentioned by the instructors was prioritization of content and intelligibility over norm-based accuracy. This theme comprises the pedagogical views about placing emphasis on communicative competence, effective use of communicative strategies, and showing tolerance towards nonstandard forms of language, which was an idea that came up 26 times across the instructor responses. The word "communication" in various inflected and derived forms turned out to be the most frequent content word within this theme, appearing 19 times across responses. The word "understand", on the other hand, was

observed 9 times while the words “mistake” and “grammar” appeared seven and five times respectively.

Instructor 1, for example, pointed out that from an ELF point of view, learner mistakes could be tolerated if the communication is successful. He said “mistakes happen, but [...] as long as you can communicate your ideas in an effective way, and as long as the other party understands you, I think that is the [...] first thing about ELF-aware lesson plans.” Instructor 4 also mentioned being tolerant towards non-standard forms by saying “I will not push them to produce great fluent English when they speak, I will be more embraceable about their mistakes”. Likewise, Instructor 9 reported that she started to prioritize content over accuracy, and this was because she realized that idealizing native speaker performance was not necessary given that both the teachers and the learners were nonnative speakers of English. She stated,

> Now I know that communication is much more important than the grammar rules. As long as communication is obtained, grammar rules are not that much of importance. So, I think I have witnessed it while receiving the course [GPE]. I noticed that most of the teachers who are actually teaching do not speak standard English at all, but they are still teaching. (Instructor 9)

She also added:

> I have become more lenient. I didn’t use to correct my students’ grammar errors because I was always aware of the fact that stopping students and correcting their mistakes was kind of frustrating, but now I know that I’m more focused on the message rather than the grammar accuracy. (Instructor 9)

For Instructor 9, grammatical accuracy was of secondary importance as long as her students achieved communicative efficiency. Instructor 6 also put communicative efficiency and getting over communicative difficulties at high priority for language learners. She stated:

> I always try to [...] destroy this idea, like "they have this accent". If [...] you understand it, that's okay. Don't make fun. Just [...] focus on the communication, and maybe communication strategies. When they [learners] fail because of their English, they shouldn't panic. (Instructor 6)

Above Instructor 6 underlined that students do not actually need to worry when they fail to use English with NS-like pronunciation. In a written response, she also criticized conventional assessment practices in her institution, offering a more communication oriented assessment.

> I would recommend a less strict assessment but a more communication focused assessment, and I would recommend being flexible in writing essays. For example, a student writes a very good content, but because she/he couldn't follow a standard essay form, we give less points. I don't like this kind of assessment. (Instructor 6)

Giving the example of how people successfully speak different varieties of English in business life, Instructor 4 suggested that since the important thing is mutual intelligibility, then "we need to start accepting and using it [ELF] in academic level". Elsewhere, she mentioned several times how she usually has many international students speaking English in different ways. Their words indicate that both Instructor 6 and Instructor 4 prioritize intelligibility and communicative efficiency, rather than students' ability to perform in line with a set of NS norms.

4.2.4.3 Giving information about ELF

Although not very prominent, a third mechanism was also detected in the instructor responses, i.e., giving direct information about ELF to learners. This view, i.e., talking explicitly about ELF, was voiced five times by three of the instructors as an alternative to other integration mechanisms. For instance, Instructor 11 pointed out that an ELF-aware lesson plan could be "isolated" and "one shot" while Instructor 6

and Instructor 8 expressed that explicit teaching about ELF could be a viable option. For instance, Instructor 8 stated:

> I just saw that I can include ELF as a topic, a content in my lessons as well. So, it doesn't need to be only […] the implicit way, just hearing different varieties. I can also make [ELF] a topic of discussion in my lessons, too. (Instructor 8)

Above, Instructor 8 mentioned how ELF could become a topic of discussion, and could be explicitly addressed in the classroom.

4.2.5 Liabilities of ELF

The final theme that emerged from the instructor interviews and written responses concerns a number of considerations in the course of teaching English with an ELF mindset. This was the least prominent theme since there were not many references to the ideas that form this theme. The arguments under this theme involved i) acknowledgement of the validity of standard conventions, especially in relation to assessment (referred to five times), ii) avoiding potential misunderstandings in the classroom (referred to four times), iii) the fact that speaking and listening skills are more suitable to focus on in ELF aware lessons (referred to four times), and iv) understanding ELF is more appropriate for learners with upper levels of proficiency (referred to three times).

Regarding the first argument, i.e., "acknowledgement of the validity of standard conventions", for example, Instructor 9 said that she tries to be tolerant towards learner mistakes when assessing their written works, but she also feels that she needs to pay attention to accuracy to a certain extent because, as she put it, "I think we should [care for accuracy] to a certain extent, otherwise we will have to deal with a form of Turkish English as well." In one of her written responses, also

Instructor 8 expressed her concerns regarding assessment by saying "if you don't have a standard, how could you validate the measures you have and the assessments you make", and she pointed out that more work is needed to devise assessment tools in line with ELF perspective: "Regarding the assessment of pronunciation, there may be a need for a consensus on how to assess different varieties and on what terms." Instructor 1 also thought that norms should be followed in the case of academic writing. He wrote "for writing assessment, we need to be strict with the conventions of the academic language. This is inevitable as the context of the academic world is governed by rules, so the assessment should be in line with the conventions." His words imply that students might suffer from certain consequences if they deviate from the academic writing norms, with which he, most probably, refer to academic norms of NSs.

As for the issue of potential misunderstandings in the classroom, two of the instructors warned that teachers should be sensitive about various cultures and varieties in order not to offend anyone in the classroom, and they also should be careful to avoid creating a feeling of hatred towards native varieties. Instructor 2 explained how exposing learners to certain varieties should be handled with great care with the following words.

> My students like having fun and they may not have my mindset while evaluating those videos or those things. So, for example, the video I picked or the accent I picked, they may find it funny. And when they laugh, then there might be another student in the class with that background, and they may feel insulted about it. […] Even though there is no student in class like that, I don't want them to make fun of those videos. (Instructor 2)

Instructor 2 was highly concerned about unintentionally offending students with videos of English users from different backgrounds. Similarly, Instructor 4 also expressed the same concern.

> Actually it could be very offensive for some of my students, because let's say an Indian guy was trying to do different accents, and it could be offensive because they are in a different country in a different class with a different culture. And the teacher shows a video which is kind of funny, and the other students laugh. (Instructor 4)

The fact that learners should be approached with care because they might misinterpret the discussions regarding ELF was mentioned two more times by Instructor 2. In one case, she expressed her concern by saying "there are international students and they should not feel that I'm imposing anything, I'm trying to promote or I'm trying to make some cultural or political issues visible", and in the other case she explained that learners might easily be misled into thinking ELF is about hostility towards standard varieties of English. She said,

> I don't want to impose anything like "we hate British or American accents, we hate standard varieties". I don't want to make such comments. I don't want to make such impressions on their minds, because it's not like that of course. But Turkish students like exaggerating. So, if I do that, they may feel like that. And that's why it was a subtle line, so I paid attention not to do that. (Instructor 2)

The suitability of ELF-aware approach for teaching particular skills and for upper levels of proficiency were the remaining two arguments within the fourth theme. Two of the instructors mentioned particular skills being more appropriate for ELF-aware teaching. Instructor 1 said "unfortunately ELF doesn't influence writing as much as it does speaking", implying that ELF has a higher relevance to verbal skills. Instructor 3 referred to the same issue three times by stating that "it [ELF] is mostly based on speaking", and in another case "in class activities should be in listening and

speaking format if you ask me, if you want to give an awareness of ELF in classroom". In another case, she also explained,

> I mean it's mostly based on listening and speaking. Mostly. I don't know, I mean I couldn't think of preparing a grammar lesson […] ELF in mind, or, I don't know, writing lesson. Maybe writing can be taught, but I mean listening, for listening and speaking, it's better actually. (Instructor 3)

The three references to the relevance of the proficiency level of learners were made by three different instructors. Instructor 1 mentioned the possibility of a content-based approach as a way to integrate ELF in teaching. He also added that "in order to do that, I believe the students need to attain a certain level of language proficiency", relating proficiency to a particular way of integrating ELF understanding into teaching. Instructor 3, on the other hand, stated that since ELF is more related to verbal communicative skills, "it's too early for A1 and A2 students to understand the difference between different accents, different vocabulary, different grammar in world Englishes". Finally, Instructor 6 expressed that it is difficult to achieve the desired outcome from learners who are struggling with more basic skills than EIL skills, and therefore, she said, "I think that's why ELF pedagogy […] should start after some proficiency levels". She implied that lower proficiency students would not be able to cope with ELF.

4.3 Teaching preferences of the instructors

This part explores the ways the instructors preferred to incorporate ELF/EIL in their teaching practices. The analyses were based on three different aspects of the delivered lessons, which were the methods employed by the instructors, the aspects of ELF that were taken as the focus of teaching, and the language skills that were integrated with ELF.

4.3.1 Methods

The analysis of the 30 sessions in terms of the methods instructors preferred using when preparing and delivering lessons in line with ELF revealed that all the five methods described by Hino (2018) were used, but to varying degrees. Figure 7 below displays the number of instances of each method employed by the instructors.

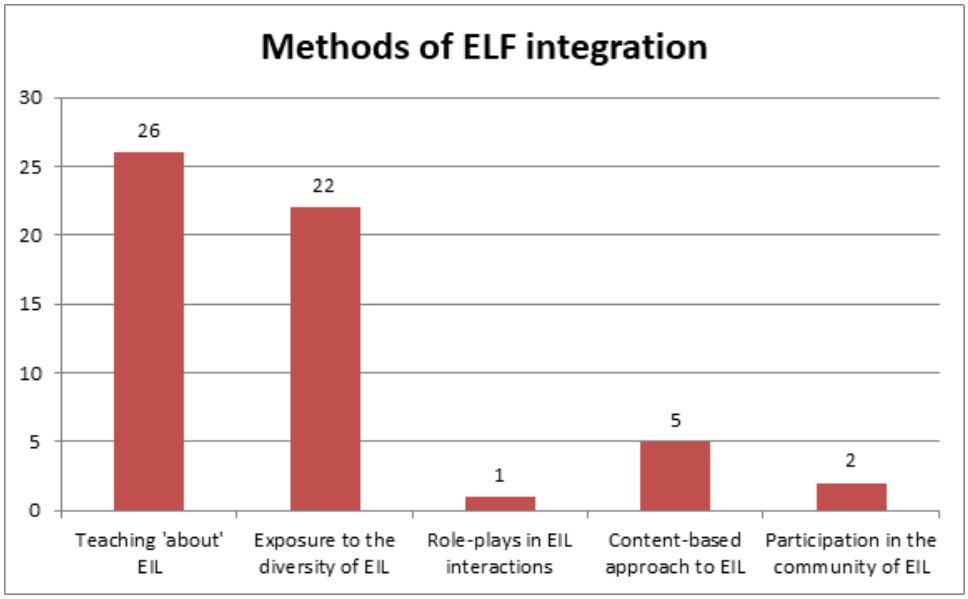


Figure 7 Number of instances in which each method was employed

The classroom activities designed by the instructors usually involved multiple methods; therefore, almost all lessons incorporated a combination of these methods. One sample lesson is provided below for each of the five methods. Although each sample lesson involves more than one method and could exemplify multiple methods, the five different lessons below were chosen because they have prominent characteristics of the method for which they are shown as examples. Moreover, each lesson is presented in the form of summary stages of that particular session. Basic descriptive information regarding each session such as group size and proficiency level of learners is presented as a note below each table. The labels in the notes regarding the proficiency level of learners indeed signify that learners aim to reach

that level; therefore, their actual proficiency level, as the instructors report, is one stage below the assigned labels.

The first method in Hino's framework (Hino & Oda, 2015; Hino, 2018), "Teaching 'about' EIL", was the most preferred method among the instructors in this data set, and instances of teaching about EIL took place 26 times, i.e., in 26 lessons, across the 30 lessons. Table 16 below presents a lesson in which the instructor chose to teach about the notion of ELF/EIL.

Table 16. Sample lesson 1: Employing "Teaching 'about' EIL"

Steps	Explanations
1	The instructor presents a video showing visuals of breakfast plates from across the world. She then initiates a small talk by asking questions to students, such as which plate they liked the most, or which country they would like to visit. She explains that just like breakfast plates, countries have different languages, but they also share a common language, which is English. The instructor then starts a discussion about why learners want to learn English.
2	The instructor initiates a small test through Kahoot which involves questions such as how many people speak English around the world, how many people speak it as a mother tongue, and in how many countries people speak English. Learners respond to the questions using their mobile phones.
3	The instructor projects the following sentence on the screen via an interactive presentation platform: "An effective language teacher is someone who …" Students are requested to complete the sentence by posting responses through their mobile phones. The instructor reads the responses which include "successful", "helpful", "have good pronunciation", "considerate" and "supportive". She then draws attention to the fact that nobody mentioned being native when completing the sentence. She informs learners that they will focus on being native or non-native speaker of English in the next activity.
4	The instructor delivers a worksheet on which there are a set of statements to be rated on a four-point scale (agree to disagree). The statements required critical thinking on the concept of nativity and sought views of learners about the meaning of being a native speaker of English, such as whether it is about where a person is born, language scores on tests, or a person's skin color. Looking at their worksheets, the instructor summarizes learner responses to the class, then explains that some people question the usefulness of native-nonnative distinction.
5	The instructor delivers another set of statements focusing on the same concept, but this time in terms of teaching and learning, for example whether non-native teachers can be successful models, whether learners would like to sound like a native speaker, and whether learners would like their teacher to speak their first language. Once the learners finish rating, the instructor says they will discuss the topics covered in the second worksheet in the next lesson.

Note: This 45-minute session was designed and delivered by Instructor 10. The instructor reported that she used ideas and sources from Kiczkowiak (2017). There were nine learners in the class, eight of whom were Turkish and one was from Jordan. The instructor reported that this group is labelled as B2 learners.

Instructor 10, in this particular session, specifically focuses on teaching about the global status of English by emphasizing its being a common language and presenting numbers of native and nonnative speakers. She skillfully connects this topic to the personal opinions of learners about being a native speaker of English and their preferences regarding native teachers. Learners are indirectly encouraged by the statements and following small discussions to critically think on the concept of native speaker, and to realize their own learning goals in that respect. For example, in the second worksheet where the learners rated whether being native speaker has anything to do with teaching correct pronunciation, the majority of the learners disagreed, which indicates that the learners could make the distinction between being native and being a successful user of the language. Although the instructor does not openly try to define the ELF concept in this lesson, she heavily focuses on aspects of ELF/EIL.

In the following example presented in Table 17, the instructor prefers exposing the learners to the varieties of English as a method to integrate ELF in language teaching. This method was observed 22 times across the 30 sessions.

In this session, Instructor 3 repeatedly emphasizes that English language varies across communities in terms of vocabulary, grammar and accent. By drawing attention to the vocabulary differences between native varieties of English, she implies that the differences are not peculiar to nonnative varieties, but there are also differences among people who speak English as their mother language. She presents two videos for vocabulary and two videos for accent differences to make her point more concrete. Towards the end of the session, she brings a sociopolitical reality to the attention of the learners by explaining how some people are discriminated

Table 17. Sample lesson 2: Employing "Exposure to the diversity of EIL"

Steps	Explanations
1	The instructor starts with a classroom discussion by asking the learners what they understand from the word "communication". Then, she forms groups of four and asks the learners to discuss further about the meaning of communication and the role of various components of a language such as vocabulary, grammar and pronunciation in communication.
2	The instructor explains that vocabulary is one aspect of the English language that can vary in different countries. She starts a video in which four young people entertainingly talk about how some English words are different in their country (United States, Britain, Canada and Australia). The instructor also asks the learners to give more such examples if they know any.
3	The instructor starts another discussion by asking how the students study to learn new vocabulary items and what they do when they cannot remember an English word during a conversation, in an attempt to draw attention to the strategies the learners make use of when they cannot remember or do not know a particular word or phrase in English. Then, she opens another video that further explains the vocabulary differences between American and British English.
4	The instructor moves to the topic of accents as another aspect of language that changes across countries. She starts a classroom discussion by asking which accents they find easy or difficult to understand and whether they get used to an accent in time. Then, she presents two more videos, one exemplifying French accent in a funny way and one exemplifying Indian accent in the form of a documentary.
5	After the second video, the instructor explains that sometimes people are judged because of their physical looks (when they do not look like a native speaker) irrespective of their linguistic abilities. She then asks whether the students think people are criticized because of their accents, and whether the students themselves have ever felt being criticized because of their accent. The instructor concludes the lesson by revisiting the importance of success in communication and its central role.

Note: This 50-minute session was designed and delivered by Instructor 3. There were 14 learners in the class, 13 of whom were Turkish and one was from Yemen. The instructor reported that this group was labelled as B2 learners.

against based on their looks, and by raising the question whether people are also discriminated against based on their accent. The instructor, in this lesson, introduces the issue of diversity, exposes the students to such diversity, and connects the topic to the personal experiences of the learners.

The next method, "Role-plays in EIL interactions", was employed in only one session (see Table 18). The lesson was the second session of two consecutive sessions delivered by the instructor.

Table 18. Sample lesson 3: Employing "Role-plays in EIL interactions"

Steps	Explanations
1	This session is a continuation of the previous session after a 15-minute break. The instructor continues explaining the type of communicative strategies English users resort to in international contexts, and she provides examples for each strategy in the form of written dialogues. The strategies she mentions include "approximation", "appeal for help", "switching to another language", "using mimes", "message abandonment" and "circumlocution".
2	The instructor pairs learners up, and asks each pair to produce a written dialogue to be role-played on the stage. She explains that the dialogue should contain a communication difficulty which should be overcome by using at least one of the communication strategies. The learners are expected to come to stage in pairs and role-play their dialogue. The rest of the class is expected to guess which strategy was employed by the actors.
3	Once the learners are finished with scripting their dialogues, they are invited to the stage in pairs and act out their dialogue. When the actors finish playing their dialogue, the instructor asks the class which strategies the actors used to overcome communication difficulties.
4	The instructor summarizes the communicative strategies covered in that session, and how they could be useful in cases of communication breakdowns.

Note: This 50-minute session was designed and delivered by Instructor 7. There were 10 learners in the class, 5 of whom were Turkish, one was from Yemen, one from Egypt, one from Palestine, one from Syria and one from Indonesia. The instructor reported that this group was labelled as C1 learners.

In Sample Lesson 3, the instructor starts talking about the communicative strategies that people use in international contexts in the previous lesson, and she provides definitions of these strategies with some examples in the session reported above. Once the instructor makes sure that the learners understood the use of each strategy, she moves to the role-play activity. In the role-play activity, the learners are supposed to create their own short play to exemplify a pragmatic strategy in a hypothetical context in which the parties may or may not share a first language. The learners are allowed to act as themselves, rather than pretending to be a different character, when they perform their script. This activity proves useful for learners in terms of both understanding the sort of communication difficulties that people might face in international encounters, as well as in terms of creating an awareness of the strategies to overcome such difficulties. Some students acknowledge that they

created their dialogues based on an actual communication difficulty they experienced in the past.

"Content-based approach to EIL" was employed by the instructors in five instances. It was observed that, in these five sessions, the instructors put a content in the center of the lesson, and designed tasks that are based on comprehension of that content. In the course of studying the content to complete various tasks, they managed to integrate an aspect of ELF/EIL in the lesson. In the sample lesson in Table 19, for example, the instructor chose a non-native speaker of English as the central topic to focus on.

Table 19. Sample lesson 4: Employing "Content-based approach to EIL"

Steps	Explanations
1	The instructor starts with a warm-up class discussion about "first impressions", and she asks questions such as why we have first impressions, and whether it is possible to change them.
2	The instructor explains that they will watch two videos, and she delivers a worksheet (matching a set of words with their definitions) before the videos, because she wants to ensure that learners are familiar with certain words that they will hear in the videos.
3	The instructor plays the first video and asks learners to take notes when listening. The video displays a Bulgarian speaker of English talking about psychological and cultural aspects of first impressions. The instructor then delivers a handout with a set of comprehension questions on it, for example, asking the definition of a term explained in the video. The learners study questions and they verbally provide answers. The instructor plays the second video, which is also a speech on the same topic, but this time by an American speaker. The learners take notes when watching the video. Then, the instructor delivers another handout, again with a set of comprehension questions on it. The learners verbally answer the questions based on their notes.
4	The instructor asks the learners about their first impressions about the two speakers they have just watched. The learners make comments regarding formality, tone of voice, body language and intelligibility of the speakers. The instructor connects this discussion to the opinions of the learners about how the accents might have influenced their first impressions of the two speakers.
5	In the final part of the lesson, the discussion evolves into whether people need to have a native accent, and which accents are more intelligible for the learners.

Note: This 50-minute session was designed and delivered by Instructor 8. There were 15 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as C1 learners.

In this lesson, the instructor embeds an ELF aspect into the regular curriculum she is supposed to follow ("first impressions" is the theme in the coursebook), but she

makes some alterations in the materials by choosing speakers with two different accents. Until the very last part of the session, the instructor directs all focus to the content of the videos by clarifying the meaning of some vocabulary items before listening, asking the learners to take notes during listening, and working on comprehension questions after listening. Therefore, she makes learners study a content, and guide their attention to what the speakers in the videos say. While focusing on the topic of first impressions, she makes the learners practice listening, and she prefers a non-native speaker when doing so, thereby integrating an ELF aspect into the lesson. Only at the end of the lesson, she encourages learners to focus on various characteristics of the speakers in the videos. The final whole-class discussion turns out to be a productive one, and the learners express their opinions. For example, they express that judging people based on their accents is a form of racism, they do not need to sound like a native speaker, and different accents are like different colors in life. When the content-based approach in this lesson is put aside, since the instructor exposes learners to two different varieties of English, this lesson also involves the method of exposing to the diversity of English.

The final method in Hino's (2018) framework, "Participation in the community of EIL" was observed in two instances in which the students were required to be a part of an EIL community with authentic purposes. Table 20 below presents one of these sessions as a sample.

After a very short warm-up discussion at the beginning of this session, the instructor quickly moves to the explaining-vocabulary-items task. This task creates a real-life environment in which learners try to explain the meaning of notions or concepts to each other, which is a quite probable and frequently encountered situation in EIL communities. When trying to explain the meaning of words to their

Table 20. Sample lesson 5: Employing "Participation in the community of EIL"

Steps	Explanations
1	The lesson starts with a warm-up discussion in which the instructor asks a set of general questions, including who the learners interact with in English, what the components of speaking a language are, and which components (such as grammar, vocabulary and pronunciation) are problematic for the learners.
2	The instructor proceeds to ask what the learners do to overcome communication problems. Learner responses include using body language, using synonyms, and guessing what the other speaker meant.
3	The instructor moves to the next activity. She asks the learners to write five English words that they recently have learnt on small pieces of paper, and collects them in an empty jar. She then randomly chooses a learner to explain the meaning of a random word from the jar to the rest of the class. Each learner does this several times and explains the meaning of words to the class. This creates a real-life context in which learners try to explain a notion or concept to an international audience, because there are individuals from four different L1 backgrounds in the classroom.
4	The instructor draws attention to the strategies the learners made use of when explaining the words, and encourages the learners to think about the kind of strategies they employed. The learners come up with numerous strategies including body language, using synonyms and giving examples. The instructor also asks why the learners did not resort to their L1 when they had difficulty in explaining the words, in an attempt to raise their awareness regarding why they preferred particular strategies in their particular context.
5	The instructor goes on to start another whole-class discussion on how this kind of strategies could help during communication in international contexts, and she provides some examples of the strategies people use in the form of written dialogues.

Note: This 50-minute session was designed and delivered by Instructor 7. There were 7 learners in the class, 4 of whom were Turkish, one was from Yemen, one from Egypt, and one from Indonesia. The instructor reported that this group was labelled as C1 learners.

friends in the classroom, learners have to take into account certain characteristics of their international audience, such as their L1s, which is also an authentic situation in which users of English find themselves in international contexts. In the final part of the lesson, the instructor draws attention to the strategies the learners have used when trying to carry out the task, and she provides further examples of such strategies used in ELF communication. She implies that their school environment is an international context, and the learners are part of this community.

4.3.2 Aspects of ELF

The analysis of the observed lessons revealed that the instructors preferred focusing on various aspects of ELF, which have some distinct and overlapping characteristics.

Based on a close examination of the 30 sessions, the initial three categories that emerged from the pilot observations were extended to five different categories that reflect various aspects of ELF-aware teaching practices. These categories were coded as i) plurilithic nature of ELF, ii) central role of intelligibility iii) ownership, iv) cultural awareness, and v) communication strategies.

The five codes were assigned to lessons based on working definitions that emerged from the data itself. The code "plurilithic nature of ELF" was assigned to a lesson whenever it involved a focus on various varieties of English, either in the form of emphasizing the fact and providing examples, or in the form of presenting various linguistic features of Englishes such as vocabulary, accent and spelling. The code "central role of intelligibility" was assigned to occasions in which the instructor made an emphasis on the importance of intelligibility in international interactions as opposed to being nativelike, or when the instructor initiates a discussion on intelligibility based on written or spoken texts. The code "ownership" was assigned to occasions in which the instructor draws attention to the widespread use and globality of the English language, and therefore it is a common property of the world, or when the instructor initiates a discussion on learners' personal ways of using English, and relates the topic to the issue of identity. The occasions that were coded as prioritizing "cultural awareness" were those which drew attention to different cultures (including the local culture), rather than British or American culture, when discussing an aspect of the English language. Finally, the code "communication strategies" was used whenever the instructor emphasized a pragmatic strategy as a way to overcome a communication difficulty, or when the instructor attempted to raise awareness regarding the strategies that learners themselves or other people use in certain situations.

These categories are not mutually exclusive, and in many cases were observed to be employed in various combinations in a single activity. For example, it was observed that in many cases, a focus on the plurilithic nature of ELF was followed by a discussion on intelligibility of the speakers presented to learners through an audio or video file. To give the reader a general idea, Figure 8 below presents the number of instances in which the instructors were clearly observed to focus on various aspects of ELF as defined above. Each aspect, or category, then exemplified with a sample lesson with explanations regarding how a particular lesson focused on a particular aspect.

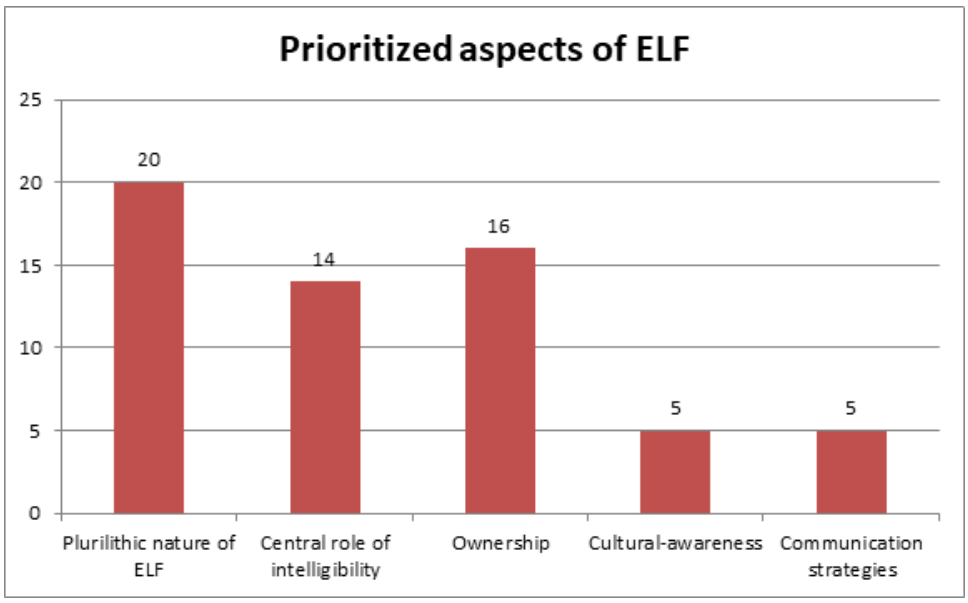


Figure 8 Number of instances in which aspects of ELF were prioritized

Prioritizing the diversity of English turned out to be the most frequently emphasized aspect of ELF. For example, in the following lesson presented in Table 21, the instructor refers to the notion of WE at the very beginning of the lesson, and keeps her focus on the varieties of English throughout the lesson.

The aim of the instructor in Sample Lesson 6 seems to build a theoretical understanding of the diversity of Englishes, and familiarize the students with a

Table 21. Sample lesson 6: Focus on “plurilithic nature of ELF”

Steps	Explanations
1	The instructor prepares the learners for the topic by a small whole-class discussion. She asks what the students understand from WE, and whteher they know the countries where English is widely spoken.
2	The instructor presents Kachruvian three-circle model of Englishes, and explains the role of English for each circle. She invites the learners to provide example countries for each circle. Then, she wants the learners to guess the number of speakers in each circle. After collecting guesses from the learners, she reveals the actual numbers mentioned in the literature.
3	The instructor asks in which ways the Englishes may differ from each other. The learner responses include pronunciation, spelling and culture. The instructor then plays a video which explains the aspects in which British, American and Australian Englishes differ from each other. She occasionally stops the video at points where speech samples are provided, and asks the learners to guess where the speaker is from.
4	The instructor delivers a worksheet which is a table that contains information regarding 15 English speakers, such as their birth place, L1s, and English learning age onset. She then plays a short listening text from a website in 15 different accents. After playing each record, she asks the learners to guess which person on the table they have just listened to. The 15 texts included people from the UK, Saudi Arabia, Japan and Turkey, among others.

Note: This 45-minute session was designed and delivered by Instructor 9. There were 8 learners in the class, 5 of whom were Turkish, two were from Palestine, and one from Iraq. The instructor reported that this group was labelled as B1 learners.

number of varieties. First, she encourages the learners to think about the significance of the plural suffix attached to the word “English”, then, after explaining the three-circle model of English, she allows the learners to provide the examples for each circle. The video she presents to the learners at the third step is again a focus on how and in which ways Englishes differ from each other. The final whole-class listening activity encourages the learners to make a distinction between varieties in a game-like manner, thereby familiarizing them with these varieties.

Focusing on intelligibility was also a frequent choice among the instructors. Such focus usually revealed itself in verbal discussions after exposing the learners to samples of different Englishes through audio or video files. In the following lesson (see Table 22), the instructor leads the learners to question the necessity of being nativelike via an imaginary situation.

Table 22. Sample lesson 7: Focus on the "central role of intelligibility"

Steps	Explanations
1	The instructor asks the learners to imagine a hypothetical situation in which Turkish was a very common language across the world and it was spoken as an international language. He then writes a list of questions on the board to think about in this hypothetical situation. The questions he lists are what people should learn (referring to non-native speakers of Turkish), when they should learn the language, how they should learn it, what kind of Turkish accent people should have, and how much Turkish is enough.
2	The instructor goes over each question one by one and asks the opinions of the learners. As the learners think about the topic and express their ideas, the instructor writes those ideas on the board under each question. The learner responses to what-to-learn question include grammar, vocabulary and proverbs; responses to when-to-learn question are mostly "when they are children"; responses to how-to-learn question include "university" and "private institutions"; responses to how-much-is-enough question include "never" and "when there is intelligibility"; and responses to what-kind-of-accent question are mostly "it does not matter".
3	The instructor then asks the same set of questions, but this time asks the learners to consider English. After collecting the learners' opinions, he draws attention to the importance of intelligibility.
4	The instructor asks the learners to build a body paragraph of an essay, discussing the importance of intelligibility in communication and what happens when there is no intelligibility. The learners work individually on their body paragraphs, and the instructor assists them in the course. Once they are finished, the instructor asks the learners to read aloud their paragraphs and the others to provide feedback to their friends, first in terms of content, and then in terms of structure and form.
5	The instructor summarizes his point that intelligibility is central, gives a funny example of how problematic it could be when there is no intelligibility, and explains how it may cause communication breakdowns. He then summarizes how a body paragraph should be structured.

Note: This 40-minute session was designed and delivered by Instructor 1. There were 3 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as B1+ learners.

The hypothetical situation the instructor creates in Sample Lesson 7 highly interests the learners, and proves very useful to achieve the aims of the lesson. Thinking about Turkish provides a solid ground for the learners to later think about English in a similar manner, which guides them to realize the importance of intelligibility in international communication. The instructor more openly encourages the learners to reflect on the issue of intelligibility when he asks them to write a paragraph on the topic, which both helps the instructor integrate the topic with the existing curriculum (writing a body paragraph) and motivates the learners to develop supporting ideas about the topic.

The instructors were observed to prioritize the issue of ownership in 16 instances across the 30 sessions. This aspect of ELF was usually in the form of drawing the learners' attention to the fact that English has become a common language of the globe, and encouraging them to critically question the perception of native speakers owning the language. In the sample lesson in Table 23 below, the instructor organizes a debate to guide the learners to such critical thinking on the ownership of English.

Table 23. Sample lesson 8: Focus on "ownership" issues

Steps	Explanations
1	The instructor asks the learners which accent they prefer (American, British or their own accent) in order to warm-up them for the whole-class discussion. For each of the three options, there are supporters among the learners based on various reasons.
2	The instructor writes three questions on the board, and asks the learners to consider these questions when they are watching the videos he is about to show. The questions are "Do you think it is good English?", "How much did you understand?" and "Which one did you understand the best?" Then, he plays the first video, a scene from Harry Potter movies, and plays the second video which includes people from a variety of backgrounds (such as Chinese and French) speaking in English. He asks about the opinions of the learners after each of the videos.
3	After the discussion of the videos under the light of the three questions, the instructor wants the learners reevaluate their ideas by raising the same question about accents he asked at the beginning of the lesson. He then writes the opinions of the learners in two columns, which list the advantages of the British or American accent on one hand, and having one's own accent on the other.
4	The instructor forms two groups of four voluntary learners, one to support British and American accents and the other to support having their own accent. He informs the groups that they have some time to develop ideas in order to defend their position, and then they will have a group debate activity. The instructor asks the remaining seven learners to listen to the groups assuming the role of judges, and vote for one of them based on the soundness of the ideas. The seating position of the learners is changed so that the groups face each other and the judges can watch the debate. The instructor chairs the debate. Among the British and American accent group's ideas are that these accents are more common, they have an older history and they are the standards. On the other hand, among the my-accent group's ideas are that it reflects your history and community, it is more comfortable and people do not have to be like a British or American.
5	Once the debate is over, the instructor gives the floor to judges one by one, and they announce their vote as well as the reasons behind it. The instructor then gets both groups applauded.

Note: This 50-minute session was designed and delivered by Instructor 1. There were 15 learners in the class, 13 of whom were Turkish and two were Arabic. The instructor reported that this group was labelled as B2 learners.

In Sample Lesson 8, the instructor draws attention to learners' own way of speaking English at the beginning of the session. He then shows a series of speech samples by various English speakers to prove the point that effective communication is not necessarily related to using English as a native or nonnative speaker. Observing that the learners have supporting ideas for both having a native accent and having their own accent, he forms groups for a debate activity, which brings the whole attention of the session to what could be possibly good or bad about having one's own accent. The debate activity achieves its aim of making the learners question the necessity of trying to be like a native speaker, and leads them to relate having one's own accent to identity representation.

Focus on cultural awareness, together with communication strategies, was observed to be less preferred aspects of ELF, since both aspects were prioritized in five instances each. When focusing on the cultural awareness aspect, the instructors usually provided information about the local or other non-native cultures, or explicitly discussed the importance of intercultural awareness. Table 24 presents a sample lesson in which the instructor aimed to raise cultural awareness of the students.

In Sample Lesson 9, the instructor draws attention to multiple aspects of ELF, including the diversity of Englishes and the importance of intelligibility, but she also manages to bring a cultural element to the lesson. First, the multicultural aspect of English is hinted at by presenting English speakers from many different cultures and by presenting words that English language has borrowed from many different languages. Then, the culture is more openly brought to the attention of the learners by presenting a video in which speakers of various backgrounds talk about Turkish food, which can be considered as a direct representation of the local culture. The

Table 24. Sample lesson 9: Focus on "cultural awareness"

Steps	Explanations
1	The lesson starts with a small discussion on the classroom survey the instructor delivered in the previous lesson (a set of statements to encourage the students to question the native – nonnative distinction in ELT). The instructor then explains that English has many varieties, and she presents a number of videos to exemplify her point. The videos include a conversation between a Serbian tennis player and an Italian journalist, the famous actor Ben Afleck mimicking various accents in a humorous way, and another video that shows small examples of 30 different accents across the world.
2	Referring to the videos, the instructor draws attention to the diversity of Englishes across the world and within England. She then explains that English is a rich language and borrows words from many languages, including Turkish. She sticks a list of English words borrowed from other languages on the board, and she invites the learners to categorize these words under certain languages. The words, for example, include admiral, tornado, ginseng, balcony, and tsunami. The voluntary learners come to the board to guess where these words come from, and move them under the appropriate categories such as Arabic, Chinese, Italian and Spanish. At the ned of the activity, the instructor projects the correct answers, and provides more examples of borrowed words.
3	The instructor presents another video in which people from four different countries (England, Sweden, Italy and South Sudan) try various Turkish foods, including regional dishes, desserts and appetizers, and comment on them. She draws attention to the issue of intelligibility by asking whether the learners had any difficulty in understanding any of the four people in the video.
4	In the final part of the lesson, the instructor plays a TEDx talk by Marianna Pascal who emphasizes that the non-native speakers outnumber the native speakers, that about 96 percent of English conversations involve non-native speakers, and that English should be considered as just a tool rather than an artistic skill to be mastered. After the video, the instructor summarizes the speaker's point to the class.

Note: This 45-minute session was designed and delivered by Instructor 10. There were 9 learners in the class, 8 of whom were Turkish and one was from Jordan. The instructor reported that this group was labelled as B2 learners.

video on Turkish food is well received by the learners who enjoy it very much, and it seems to have a dual function in terms of raising cultural awareness. It both showcases a small example process of a group of ELF users' getting familiar with the local Turkish culture, and it also gives the learners the opportunity to catch a glimpse of other cultures in the form of a series of reactions to something the students are already familiar with.

The final aspect of ELF observed during the lessons concerns communication strategies employed by ELF users. For example, the instructor in the following sample lesson (see Table 25) draws on the learner's own linguistic experiences to

draw attention to the potential strategies that can be used in cases of communication breakdowns.

Table 25. Sample lesson 10: Focus on "communication strategies"

Steps	Explanations
1	The lesson is the continuation of the previous session in which the learners discussed in pairs or groups a number of questions which, for example, included how the learners feel about their accent, whether they try to suppress it, and whether they had ever experienced any communication breakdowns during a conversation in English. In this session, the instructor asks the learners to work in pairs and write two paragraphs about two questions presented on a worksheet. The questions are 1) "What are your communication strategies if you don't understand the person while speaking English? Write down some specific examples." and 2) "Why do you think not Chinese or Arabic or Turkish but English is spoken as the communication language in the world? Discuss and write down some key points."
2	After the pairs complete their paragraphs, the instructor combines two pairs to form groups of four, and requests the learners to compare their answers and exchange ideas.
3	The instructor invites the learners to verbally respond to the questions, using the paragraphs they produced. The learners' responses to the first question regarding the communication strategies include using synonyms, using body language, repetition, using dictionary and using alternative words. Responses to the second question regarding English being the common language of the world include the USA's economic power, colonial policies in the past, and English being the language of social media.

Note: This 40-minute session was designed and delivered by Instructor 6. There were 15 learners in the class, 13 of whom were Turkish, one was from Yemen and one was from Syria. The instructor reported that this group was labelled as B1 learners.

In Sample Lesson 10, the instructor encourages the learners to think about the kinds of communication problems they have when communicating in English and the strategies they use to overcome these problems. The learners have the opportunity to hear their friend's way of dealing with communication breakdowns during pair and group works, as well as the whole-class discussion on the topic. Another example of focusing on communication strategies was presented in Sample Lesson 5, in which the instructor creates a real situation for the learners to make them actually use various communication strategies.

4.3.3 Language skills

The skills aspect of the third research question concerns which skills the instructors focused on when attempting to integrate ELF in their teaching practices. The

classroom observations and the analyses of the lesson plans and classroom materials indicated that all four skills were prioritized across the 30 sessions, but to varying degrees. Figure 9 below shows the number of observed instances in which each of the four language skills was targeted by the instructors. It should be emphasized that the instances of focus on the skills show how the instructors attempted to integrate ELF in their teaching through various skills-based activities in an ELT environment, rather than sets of ELF skills in relation to listening, reading, speaking and writing (which have not been clearly defined in the literature).

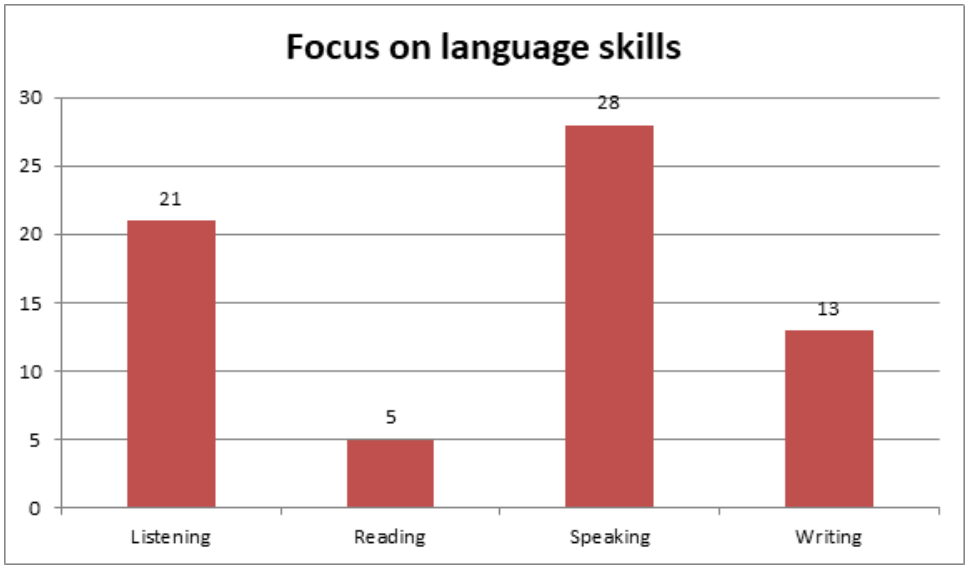


Figure 9 Number of instances in which each language skill was focused on

Although the instances are separately shown in the visual above, they were almost always employed in an integrated manner, except one lesson in which the instructor solely focused on writing. The integrated designs usually required learners to i) listen to or read a text and then orally discuss it, ii) listen to or read a text on a topic after having a warm-up discussion about it, or iii) write about a topic which was the focus of a previous listening, reading or speaking activity. As Figure 9 shows, the instructors focused on speaking and listening skills more than writing and reading

skills. While reading turned out to be the least preferred skill to focus on when attempting to integrate aspects of ELF in teaching, speaking was targeted in 28 sessions, which means that there were only two sessions in which the instructors preferred not to focus on speaking skill as part of their lesson.

The instructors prioritized each of the skills through a range of activities, which are explained below. Moreover, sample lessons are presented to exemplify how they devised activities targeting these skills.

Listening was observed to be part of the lessons always through the presentation of a video or audio which was used i) to draw attention to native and non-native speakers' ways of using English such as accent, speed of speech, and vocabulary, or to exemplify varieties of English around the world, ii) to give explicit information about ELF/EIL, WE or spread of English, iii) to draw attention to multiculturalism and intercultural sensitivity, and iv) for humor purposes to make a point about an aspect of ELF.

When integrating listening skill to lessons, presenting media files to show examples of English varieties around the world was a frequent choice among the instructors. It was usually followed by a classroom discussion in which the instructor asked the opinions of learners about the varieties in terms of accent and intelligibility, or by an activity in which learners were supposed to answer a set of questions or complete a worksheet. The instructors also resorted to videos that give information about the ELF/EIL, WE topics. For example, in one session, an instructor presented a video of Jennifer Jenkins explaining the development of ELF, which was followed by a set of comprehension questions to be answered, and another video by Mariko Kitazawa explaining the historical spread of English, which

was followed by a fill-in-the-blanks activity. Also, in a few cases instructors showed a funny video to make a point about an aspect of ELF. For example, one instructor showed learners a video in which an individual unnecessarily corrects his friend's grammar and misses the content of his friend's speech. This was used by the instructor to emphasize the disadvantages of overcorrection and ignoring the content. In the sample lesson presented in Table 26 below, the instructor makes the learners listen to a number of media files for various purposes such as providing information about particular topics, exemplifying varieties of English, and entertaining the learners when making a point.

Table 26. Sample lesson 11: Integrating ELF via listening activities

Steps	Explanations
1	The instructor starts the lesson with a few warm-up questions such as what the learners understand from the word "communication", and how people achieve communication.
2	The instructor divides the learners into two groups of five, and gives the groups a set of questions to discuss among themselves for five minutes. Then, the questions are discussed as a whole class. The questions include how the learners would define communication, what is important in communication, how important vocabulary is in communication and whether the learners need to be a native speaker to be able to speak English well.
3	The instructor presents a video by Trevor Noah, a comedian from South Africa, making jokes about people who try to change their accents when they travel somewhere. Then, the instructor asks the learners whether having a different accent means they cannot communicate well, and whether having a native accent makes British and American people more intelligent. The learners respond negatively to both questions. The instructor also asks the learners whether they sometimes have difficulty in understanding someone, what they do in such cases, and whether they choose to leave the conversation in such cases.
4	The instructor shows two more videos, one is a sample English speech with a Russian accent, and the other one is a funny clip from a comedy movie in which a French character practices English. Then, the instructor invites the learners to express their ideas about how people should learn pronunciation.
5	The instructor shows another video in which Australian abbreviated versions of English words are presented. She then asks the learners whether they would understand these words if they visited Australia for the first time, and whether they would get used to them after some time. Most of the learners respond to the first question negatively and the second question positively.
6	In the final part of the lesson, the instructor leads a whole-class discussion by asking which accents the learners find more or less intelligible, and she revisits the issue of communication by asking how much the learners feel good at communicating in English after this session.

Note: This 50-minute session was designed and delivered by Instructor 3. There were 10 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as B2 learners.

Reading activities were brought into lessons through various texts and with various purposes. The instructors presented reading texts about i) non-native famous figures in order to draw attention to intercultural awareness or to non-native varieties of English, ii) ELF/EIL, WE or spread of English to provide information, and iii) other people's personal experiences and ideas regarding the English language and English language learning to raise awareness of ELF. Readings varied in length from multiple-page essays to short extracts. For example, one instructor integrated a text (which was already in the coursebook being followed, and therefore a part of their existing curriculum) about the life story of a Mexican singer who sang songs in English and got popular in South Africa. The reading was followed by listening to a song from the singer, a whole-class discussion about the content of the reading text, and linguistic characteristics of the singer, and finally, successful celebrities who do not speak English as a native language. This way, the instructor connected a reading activity that was already in their textbook to the topic of ELF. On the other hand, in the following sample lesson (see Table 27), for example, the instructor used a text that focused on the global spread of English and its being a common language, which was used as a basis for the following fill-in-the-gaps and matching activities, as well as a critical verbal discussion on the topic.

In Sample Lesson 12 (Table 27), the instructor brings an adapted essay to the class for the reading activity. The following matching exercise on the vocabulary items and the fill-in-the-blank activity seem to be routine activities of the group after reading a text. The instructor integrates this routine to ELF by both choosing the reading text on a topic relevant to ELF and adding a discussion activity on the topic with questions that encourage the learners to critically think on the topic.

Table 27. Sample lesson 12: Integrating ELF via reading activities

Steps	Explanations
1	The instructor informs the learners that they will be focusing on the topic "global English", and starts a whole-class discussion by asking the learners to make guesses regarding the numbers of native and non-native speakers of English, the meaning of the terms "global language" and "English as a lingua franca".
2	The instructor distributes a worksheet with a reading text on it, titled "What is a global language". The text gives information about what a global language means and why and how English has been referred to as a global language. There are ten key sentences missing in the text (indicated with blanks) and a number of words italicized. The instructor explains to the learners that they need to read the text, fill in the missing parts using the sentences provided in the worksheet, and also match the italicized words with their meanings which are also provided in the worksheet. Once the learners finish working on the text, the instructor goes over each item of the activity, asking the purpose of each paragraph, collecting answers to the worksheet items from the learners, and leading them towards the correct answers when they have difficulty.
3	The instructor divides the learners into two groups of four and requests them to exchange opinions about the four discussion questions provided in the final part of the worksheet. The questions concern the meaning of lingua franca, whether English is a lingua franca, whether languages' existence is independent of their speakers, what it means for native and non-native speakers if English is a lingua franca, and the learners' experiences of using English in relation to past, present and the future.
4	After the learners have a short group discussion on the questions, the instructor goes over the questions one by one, and the voluntary learners express their ideas. The learner ideas include the following: i) English will remain a lingua franca if the current economic power balances do not change, ii) one consequence of English being a global language is that there are many accents and different vocabulary items, iii) everybody should speak the same variety of English, iv) accents of English are richness, v) native speakers of English should be careful when using English because people imitate them, vi) native speakers of English do not have any responsibility of being role models, vii) native speakers should protect their old literature because everyone can speak the language and apart from their old literature, they do not have anything special.

Note: This 50-minute session was designed and delivered by Instructor 8. There were 8 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as C1 learners.

Speaking activities were widely used across the lessons, and the instructors usually preferred to make students speak by encouraging group or whole-class discussions about i) ELF/EIL, WE or spread of English, ii) aspects of speech samples such as culture, intelligibility and accent, and iii) learners' own ways of using English or ideas about English and English language teaching. Apart from these, iv) the learners were also involved in speaking activities in order to complete a task such as reporting a piece of information about ELF, explaining a concept to or making a presentation for the audience, and getting involved in role-plays.

The whole-class discussions about ELF or an aspect of ELF were frequently resorted, and these usually came up after reading or listening to a text that directly or indirectly referred to the topic. For example, one instructor, after showing a video featuring people who have different L1s and live in the same big multicultural city, encouraged the learners to express their ideas about the accents they heard in the video, and then, asked the learners how they feel about their own accent, which led to productive group discussions in the classroom. In the following example presented in Table 28, the instructor organizes learner presentations in order to encourage them to make research and inform their friends about aspects of ELF while, at the same time, practicing speaking.

Table 28. Sample lesson 13: Integrating ELF via speaking activities

Steps	Explanations
1	Learners make individual oral presentations in this particular session each week; therefore, the instructor starts the lesson by introducing the first presentation topic of the day, and invites the presenter to the stage. The topic is South African English.
2	With the help of her PowerPoint slides projected on the board, the learner makes her presentation. She provides historical information about South African English, a set of vocabulary items as example, and a video of a street interview to show how South African English sounds like. After the presentation, the instructor invites the audience to ask questions to the presenter about the topic. One learner, for instance, asks whether there is a more formal version of African English. Then, the instructor invites the learners to make comments on the topic on an online platform where she previously has created the title "South African English". The learners are given a few minutes in order to take out their mobile phones and post their comments.
3	The instructor invites the second presenter whose topic is "lingua franca". The presenter gives information about the meaning of the term, refering to French as an example of lingua franca in the past, Mandarin as a local lingua franca in China, and English as a lingua franca of today. Once the presentation finishes, the instructor again invites the audience to ask questions to the presenter. One learner, for instance, asks why English but not Korean has become the lingua franca because Korean is easier to learn. The presenter responds that Korean is not as common as English in the world.
4	The instructor emphasizes that there are local lingua franca examples, but English has become the lingua franca for the whole world. Then, as the final activity of the session, she invites the learners to make comments about the second topic of the day under the relevant title on the online platform using their mobile phones.

Note: This 45-minute session was designed and delivered by Instructor 5. There were 12 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as B2 learners. The instructor reported that there was one more learner to present on a similar topic, but he/she did not show up that day.

In Sample Lesson 13, the instructor assigns the presentation topics to two of the learners in order to make them both learn about these topics and inform their friends by talking in front of the class. Since making presentations on a variety of topics is a routine part of their speaking instruction, the instructor uses this routine practice as an opportunity to integrate aspects of ELF in her teaching by assigning relevant topics to students.

Finally, writing was also incorporated by the instructors in their attempts to integrate ELF in their teaching. These activities included asking learners to write i) parts of an essay about learners' own ways of using English, ideas about English or English learning, ii) parts of an essay about an aspect of ELF such as intelligibility, iii) comments about ELF-related topics presented by the instructor or their peers, iv) parts of an essay about non-ELF topics and provide feedback to each other's work, v) dialogues to exemplify use of communication strategies, and vi) paragraphs to complete dictation tasks based on listening to a media file or their peers.

For example, one of the instructors (also presented in Sample Lesson 7) leaded a discussion in which learners were encouraged to think Turkish as a lingua franca and what they would like learners of Turkish to learn. Then, the students were asked to produce a body paragraph about the importance of intelligibility. Since practicing writing, and more specifically composing body paragraphs, was part of the regular curriculum of the learner group, the instructor preferred integrating it with the intelligibility topic. In one session of another instructor, the learners were supposed to practice writing conclusion paragraphs as part of their regular curriculum, and this time the instructor requested the learners to provide feedback to each other's conclusion paragraphs, particularly paying attention to the errors that hinder comprehension, rather than trivial grammatical errors. In the following sample lesson

(see Table 29), the instructor integrates a piece of information regarding ELF in a dictation activity.

Table 29. Sample lesson 14: Integrating ELF in writing

Steps	Explanations
1	The instructor starts with a small warm-up discussion by asking what taking notes means, why people need to take notes, and what some strategies are to take notes. After collecting verbal answers from the learners, the instructor says they will do a note taking activity.
2	The instructor plays an audio from the coursebook, an interview where a vet is talking about the profession. She projects some notes taken during this interview, some parts of which are missing. The learners are expected to complete the missing parts of the notes while listening. Once the activity is completed, the instructor asks the learners to provide the answers. Then, the learners complete a small word matching activity.
3	The instructor explains that they will do a running dictation activity, and divides the learners into groups of four or five. She randomly assigns roles to learners so that there is one runner, one writer and two or three dictators in each group. The groups sit in circles at different corners of the classroom. The instructor sticks on the board pieces of paper on which the same paragraph is written. The paragraph is an introduction paragraph to an essay which shortly defines ELF and mentions the rationale behind it. The instructor explains that the runners in each group will run to the board, read a part of the paragraph, run back to their groups and tell the dictators as much of the paragraph as they can remember. The dictators will keep in mind what they hear from the runners and make sure the writer correctly writes them down. In the course, the runners run back to the board again to read more of the paragraph. This continues until one of the groups completes writing down the whole paragraph. The activity is like a competition and the learners try hard to win the dictation game.
4	When the dictation activity ends, the instructor asks the learners how effective the communication between group members was. Then, she draws attention to the meanings of global language and lingua franca that are mentioned in the paragraph (used in the previous dictation activity). She distributes a handout on which this paragraph is placed as the introduction paragraph, and the location of the body paragraphs are left blank. She asks the learners to think about how people can benefit if they understand different varieties of English as a global language instead of just British and American varieties She assigns the learners to complete the essay by writing body paragraphs depending on their ideas.

Note: This 45-minute session was designed and delivered by Instructor 2. There were 17 learners in the class, all of whom were Turkish. The instructor reported that this group was labelled as B2 learners.

In the initial part of Sample Lesson 14 (Table 29), the instructor routinely follows the coursebook, focuses on notetaking skills and completes the fill-in-the-blank and matching activities based on a listening text. Then, she presents a dictation activity in order to incorporate the ELF topic in the lesson. She aims to achieve this by both entertaining the learners with the game-like design of the activity, and making it serve the larger purposes of their existing lesson plan, which is practicing writing.

The running dictation activity had task-based purpose at its heart since the learners needed to use English to complete a clearly defined task. Furthermore, it was observed that the learners frequently consulted repetition and slower pace of talking as communication strategies in the course of the task, creating an opportunity to practice English skills in real-life situations and using practical strategies to overcome communication difficulties. However, this aspect of the activity was neither explicitly stated as an aim of the activity in the instructor's lesson plan nor made explicit to learners during the lesson. Finally, by assigning the homework to write parts of an essay on the topic, she guides the learners to further reflect on the global role of English.

4.3.4 Overall evaluation of the lessons

The above results regarding the preferences of the instructors when integrating ELF in teaching practices concern the three dimensions of analysis defined earlier in Chapter 3, i.e., methods, aspects of ELF, and the skills. The sample lessons presented above show that lessons usually involved multiple methods, focused on multiple aspects of ELF, and incorporated skills-based activities in an integrated manner. It is also clear that certain methods, skills and concepts related to ELF are more pronounced than others, which is an indication of the main tendencies regarding instructor preferences in this study. On the other hand, the variety of the preferences in relation to the three dimensions indicate the range of possibilities to practice teaching English with an awareness of ELF.

The observational data from the 30 sessions also revealed various ways of integrating ELF into the existing curriculum. It was observed, in multiple cases, that the instructors managed to find innovative ways to make adjustments on their

existing plans and materials which are usually connected to the coursebooks they are supposed to follow. The primary ways of achieving such integration – which can also be seen in the sample lessons above – were observed to be adaptations on the theme of the lesson, adaptations on the exercises in the coursebook, addition of extra activities to the existing ones in the coursebook, and developing new materials that can fit into the more general aims of the course. Depending on the strategy followed by the instructor, focusing on aspects of ELF was allocated a part of the lesson time or was extended to the whole session.

For example, one instructor adapted the theme of the lesson by presenting a new topic to the learners to practice writing. In this lesson, the learners were first encouraged to critically think about pros and cons of having a Turkish accent when speaking English, and then write two body paragraphs of an essay, each focusing on one side of the topic. This alteration on the theme of the writing lesson both ignited a reflective process and extended the focus on the topic to the whole lesson. In another example, the instructor changed an activity in the coursebook by extending the scope of discussion. In this case, the learners were first required to read a text form their coursebook about a celebrity, complete an activity based on the content of the text, then complete another activity which was discussing a number of general issues that were relevant to the text but went beyond its content. The instructor changed the activity by extending the discussion questions in the coursebook (such as how people might be affected by fame) to further issues such as how the language they speak might influence their fame around the world and whether the learners knew any celebrities who spoke English as a second language to reach a wider audience. The instructor in this example drew attention to an ELF-related topic as part of one of the activities in the lesson. A different instructor did a similar adaptation to her lesson by

adding an extra activity to the existing ones. This time, after watching a video about people's experiences of moving to a new country where they need to speak English, the learners completed a series of questions based on the content of the video. Based on the same video, the instructor added a group discussion activity about issues regarding English being the common language between these people. Finally, in another example, an instructor created her own material and designed a task for an international group of learners. The learners were required to communicate a piece of information to their peers so that their peers can complete a small task. The instructor indicated that she aimed to improve the listening skills of the learners by exposing them to each other's speech.

The overall picture that Section 4.1 shows is that the practical preferences of instructors in relation to ELF vary in terms of multiple dimensions, and therefore signal numerous possibilities in that respect.

4.4 Instructors' evaluation of their experiences

This section presents the results about the experiences of the instructors. The thematic and content analysis of the instructor interviews following the lesson delivery process focused on how the instructors evaluate their experiences throughout the whole process of their involvement in the study. Therefore, the focus was on different stages of the study from the very beginning to the end of their lesson delivery process. The coded segments of the interview transcriptions were categorized under 10 categories which were later grouped under the two broad themes which concern academic and professional perspectives. The coding process was iteratively repeated until each code neatly fit into categories, and categories into

the themes. The themes, sub-themes and the lower-order categories are presented along with the number of references in Table 30 below.

Each of the themes, sub-themes and the lower-order categories under the themes indicated in Table 30 are explained and supported with sample responses from the participant instructors.

Table 30. Themes and categories regarding the instructors' experiences

Global Theme	Themes	Sub-themes	Categories	Frequency of reference
Instructors' evaluation their experiences	Academic perspective		Informative and thought-provoking content	45
			Usefulness of peer interaction	17
			Improvable aspects of GPE	28
	Professional perspective	Lesson planning	Principal aims of the instructors	26
			Considering the particularities of the context	
			Considering the characteristics of learners	25
			Integration into the existing curriculum	13
			Challenges in the course preparing the lessons	21
		Lesson delivery	Effective implementations	35
			Ineffective implementations	18
			Reconsideration of existing practices	25
			Learner reactions	26

4.4.1 Instructors' experiences from an academic perspective

The theme of "academic perspective" comprises evaluations of the participant instructors about their learning process through the online training module (Global Perspectives in ELT) which they received during a seven-week period of time. The evaluations of the instructors from an academic perspective fell under three categories, which were i) the informative and thought-provoking content of the education, ii) usefulness of peer interaction during the online meeting sessions, and iii) the aspects of the education that can be improved.

4.4.1.1 Informative and thought-provoking content

The first category under this theme signifies that through online education, the instructors felt they expanded their knowledge regarding ELF, the current status of the English language, and the trends in ELT. The word "think" appeared 39 times, "teach" 24 times, "change" 19 times, and "learn" 16 times across the instructor responses in relation to the GPE course. For example, Instructor 10 expressed that "I liked the readings. They were very to the point and they were very informative. There were some ideas that we could take into our classes." Instructor 11 described his experience about the education by saying "intellectually it was quite beneficial for me". Instructor 9 also expressed similar views by simply explaining that "the content served its purpose and I really learned a lot." On the other hand, Instructor 4 referred to the weekly questions to which the instructors provided written responses by stating that "they were also good because it would push us to think about it more carefully, thoroughly. So, by that, I learned more, I pushed myself more, to understand more." She made it clear that the course encouraged deeper levels of thinking for her.

With a more extended account, Instructor 10 explained how she benefited from the online education.

> I think it was well designed. The content was very clear. We had an idea of what to do before each session. It was organized. Of course, it was challenging as in all teacher education programs because we have a heavy work load. I know that many of us had heavy workloads. But still, it was refreshing because we could read about something that we were not very familiar with, something that we couldn't focus on much. So, the online education was overall useful. (Instructor 10)

Instructor 9, on the other hand, put her views into words by declaring she changed her teaching conventions regarding error correction. She said "now I know that I'm

more focused on the message rather than the grammar accuracy". She also added that this change was thanks to the things she learned during the online education.

Within the same category, the instructors also expressed that their learning process via the online education provoked fresh ways of thinking for them, and influenced their perspectives towards teaching English in their context. For instance, with the following words, Instructor 2 emphasized how the online education prompted her to reconsider her teaching practices: "I questioned 'What am I teaching?', 'How am I teaching?', and 'Who am I teaching for?', so I really questioned that." She further elaborated on her response and explained how she also questioned the existing practices in her institution, taking a critical stand towards the institutional conventions in terms of interculturalization.

> I started to question my institution. What's going on? We accept international students and they pay money. And then at the end, what is going on? Of course, […] everybody does their best in terms of education in this school. I believe in that. But in terms of interculturalization, and the atmosphere in school, I'm not quite sure we are doing our best for our Arabic students because when I look at the corridors, usually Arabic students are hanging out with Arabic students. So, in terms of interculturalization, I see no activity to integrate them into our university culture, or to Turkish culture maybe. I see nothing. (Instructor 2)

Instructor 4 also mentioned how she questioned her teaching practices by stating that "throughout the program, I realized that I'm behind […] yeah I can teach English, but is it really good enough to catch the new times?" She also described her experience of the education process as "enlightening" and "really good experience" because she came to realize she was not tolerant of deviations from the native standards. Referring to the learners coming from different national and cultural backgrounds, she explained how she changed her attitude towards international learners.

> I would see them as a kind of problem to solve in class, but now I know that they are really important very important in a class to have, because by this way, students can have a bit of real-life experience, because this is what they are going to see in real life. (Instructor 4)

In a similar vein, Instructor 5 explained, following the online education, how she reconsidered her attachment to grammar rules when teaching English.

> I think it's also changed my grammar perspective, because I was a more grammar-based teacher. I was trying to emphasize grammar in my lessons a lot. But now after this education, I think it's also changed, with ELF aware education. The grammar is not the key of everything in the language education now, so it could be the changing thing in my lessons. (Instructor 5)

Instructor 5 above implied that she would be more meaning and communicative efficiency oriented in her future practices, instead of grammatical accuracy.

4.4.1.2 Usefulness of peer interaction

The second category concerned the usefulness of peer interaction. The participant instructors appreciated the opportunity to interact with each other and exchange ideas about ELF, their teaching context and the teaching practices in Turkish higher education institutions in general. This aspect of the online education was referenced 16 times across instructor responses. When referring to the effectiveness of online interaction with colleagues, the instructors used the word "discussion" or "discuss" 16 times, and the words "experience" and "different" appeared 9 times each. They usually appreciated the chance to hear each other's views and different perspectives. To illustrate, Instructor 7 stated that "I liked the discussion parts because there are many teachers from different schools, from different institutions in the same course, so I had chance to learn their opinion, their views, their teaching experiences about the same topics." Likewise, Instructor 10 expressed that "We had a chance to learn

from one another." Instructor 11 highlighted that the course was "very interactive" since, he explained "we had the chance to discuss the things that we've read beforehand, and also, we discussed some new ideas or perspectives […] So, it was a great tool for me." Therefore, she expressed her satisfaction with exchanging ideas with colleagues.

Below, Instructor 1 pointed out how the interaction between peers allowed him to see how they could benefit from each other's experiences.

> It was especially nice to see the perspective of my colleague teachers, and especially this education allowed me to see different perspectives […] Sometimes, I was really hopeful about a situation, but some my peers would not agree with me. Sometimes, they would be so pessimistic about this perspective, and I would have some experiences that would prove them wrong, not wrong, but that would prove that it could actually be useful. So, in that sense. the online education allowed me to see that. (Instructor 1)

Instructor 2 also evaluated the interactional aspect of their online learning process as enlightening.

> I think the one strength of the online education we've taken was communication between the participants. […] We shared our own ideas, and that was very enlightening, to talk to other teachers in our own shoes, and we are reading the same text, and [discussing] what is going on in actual classrooms, and what is the role of English in terms of ELF aware approach. (Instructor 2)

For Instructor 3, the conversation between the instructors was the most rewarding aspect of the education. She said that "the most beneficial part, the most advantageous part was the discussion part" and she backed her opinion up with the following words.

> I mean we were all teaching at the university, and that's why we had the same profile of students and same profile of teachers, colleagues and management. So, that's why we have experienced a lot of things and we shared our

> experiences during these discussions. That was the most beneficial part actually. (Instructor 3)

It seems that Instrucor 3 saw exchange of professional opinions useful for her development regarding ELF-aware teaching.

4.4.1.3 Improvable aspects

The final category within this theme is the aspects of the online learning process via the GPE course that can be improved or the things that the instructors thought would be better if it was possible to handle in alternative ways. Although most of the instructors expressed their appreciation of the course design and procedures, they mentioned various issues that could be improved. For example, four of the instructors mentioned the online discussion platform, Facebook, as a tool with which they had various kinds of problems. Three of them stated that they had difficulty in using Facebook during the online discussions. Instructor 7 said that "I a little bit didn't like it because it was a Facebook based discussion, so I'm a little bit bad at in such communication systems. So, it was hard for me to catch all the discussions on Facebook." Similarly, Instructor 8, noted that "I just had troubles in participating in the written [discussion]. Maybe, I mean, it was because of Facebook, I don't know." Furthermore, Instructor 9 said "having to write responses to what has been posted was really difficult for me because I wanted to follow each and every one, and I wanted to react, but […] after ten minutes, I got lost in it." She further added "I would change the platform to make it more open to communication". On the other hand, Instructor 1 talked about a different kind of problem he had with Facebook. He said,

> I think if we had a website that serves just like Facebook but was not Facebook would be really nice. The design of Facebook was really good. You

> can just see who commented on something, and you can just reply specifically to it, but we could have had a website which would be an alternative to Facebook, because there were some distractions […] I will see some ads, some people, or the website would just direct me to another page and something. That was only thing, but other than that, it was nice. (Instructor 1)

Another issue regarding the online education was its being a demanding and intensive course, which was voiced by four of the instructors. For instance, Instructor 10 stated that "it was too tense considering our weekly teaching loads, exam weeks, we had a lot of marking, and but this happens all the time with the programs, but still we could fit in." Instructor 11 suggested decreasing the number of readings per week, or summarizing the selected readings for course participants. Instructor 4 also described the course as "quite intensive" and she said the duration of the course might be prolonged. Likewise, Instructor 5 also suggested that the program could have been one or two weeks longer by uttering the following words: "Maybe it could be a little bit longer than this one, seven or eight week. It would be better for me if we had time to talk about it, or we could have more face to face conversations". In a similar line, Instructor 6, Instructor 7 and Instructor 8 also expressed that they wish they had a chance to physically meet face-to-face with the other instructors during the discussions. For example, Instructor 7 said that "I know it's so difficult to get together with all people in a real setting, but if I had a chance, maybe I'd try to take all the people in just a real place and discuss."

The remaining two issues, each was expressed by one instructor, were regarding the readings. Instructor 4 complained that the level of the readings was too difficult for her, and she had difficulty in understanding them from time to time. Instructor 11, on the other hand, suggested adding critical questions for the selected readings as well, along with the questions regarding the main readings.

4.4.2 Instructors' experiences from a professional perspective

The theme of "professional perspective" refers to the evaluations of the instructors about the process of preparing and teaching the three sessions they were required to design with an ELF mindset. Therefore, this theme comprised two sub-themes which are lesson planning and lesson delivery.

4.4.2.1 Lesson planning

The sub-theme of lesson planning involves the evaluations of instructors' experiences in the course of preparing the lessons. Three separate categories were merged into this sub-theme, and they were i) principal aims of the instructors, ii) considering the particularities of the context, and iii) challenges in the course preparing the lessons.

4.4.2.1.1 Principal aims of the instructors

The first category under the sub-theme of lesson planning is instructors' principal aims with the lessons they designed, and it reflects how the instructors comment on their goals of planning the lessons. The analyses indicated that all of the instructors, in one way or another, referred to raising awareness of the learners towards the current global status of English and the diversity of English as their main purpose when planning the lessons. To illustrate, Instructor 10 expressed that she aimed to show various English varieties around the world "to raise awareness". Instructor 11 and Instructor 3 also explicitly emphasized that they wanted to raise awareness towards ELF. Instructor 2 said that she had three things on her mind, which she put into words as "teaching the content, enjoying the class, and preparing them [for the real world], I mean, opening their eyes were things I kept in mind when I designing

lessons", referring to making learners aware of lingua franca status of English. Similarly, Instructor 5 said she wanted to "improve their [students'] speaking skills and also their ELF knowledge", and Instructor 4 said she aimed "to explain them [students] that now the world is changing and this is lingua franca […] So, they need to find a common base to communicate." Instructor 9 also talked about very similar aims when planning her lessons.

> While I was preparing the lesson, my focus was mainly on listening, because I wanted the students to make, to realize that even if people do not speak standard English, they are still understood. Some of the students try to imitate the way native speakers talk, but it is not a must. And my focus was that. (Instructor 9)

Instructor 1 also referred to making his learners more aware while associating this aim with "critical thinking". He explained that he wanted his learners to gain a critical perspective towards the global use of English today and their own English.

> I think this idea of critical thinking affected my plans a lot. I always wanted the students to get rid of this native speaker fallacy. I want my students to know they have an accent, although it's not the native accent, it's still good. They can still communicate with it. The whole world uses their own accents. They are bringing their own culture with it. I want my students to know about this. So, my lesson plans revolved around this idea mostly. (Instructor 1)

The importance of critical perspective was also voiced by Instructor 10 who said "I wanted it to be more interactive, to be more communicative, and I wanted it to be leading critical thinking". Instructor 6 expressed very similar views by explaining how she wanted to encourage learners to engage in critical thinking.

> I try to make them think because I believe that these are not like one shot teaching. I cannot teach ELF in one shot you know teaching. It's like prompting thinking, like stimulating thinking […] These are the good ways or ideas of teaching ELF for me. (Instructor 6)

Another aim, which was linked to the previous ones mentioned above, was encouraging learners to communicate with each other as a way to make a point about how ELF is used internationally. For example, Instructor 4 explained how she aimed to create an international conversation environment.

> These students, like Syrian, Indian, they don't want to be disturbed a lot, because they have their small circle. And Turkish students don't want to communicate with them very much. So, I tried hard to blend them into work with each other, to communicate with each other. (Instructor 4)

Instructor 7 explained how she wanted to make learners realize how they or other people can overcome communication difficulties in international environments.

> I focused on the communication strategies. That was one of the drawbacks of my students actually, both Turkish and international students. Because when they are speaking English, they hesitate to make a connection with the other speakers sometimes. Their communication has some breakdowns. So, I try to find some ways to teach them, some strategies to compensate these drawbacks. (Instructor 7)

She also added that "I try to make them realize that what strategies they use or they can use in their real-life English." Instructor 7's words indicate that she wanted to improve her students' strategic competence which she saw as a critical skill in ELF contexts.

4.4.2.1.2 Considering the particularities of the context

The second category regarding instructor experiences when preparing the lessons emerged as "considering the particularities of the context" which comprised how the instructors took into account the circumstances of their teaching context when planning their lessons. This category was a combination of two separate codes which

were considering the characteristics of learners and integration into the existing curriculum.

Seven out of the eleven instructors who were involved in lesson planning processes explained that they considered the characteristics of their learner groups when preparing the lessons. For example, Instructor 10 emphasized how she took into account "student profile, students' levels, their needs, the objectives of that week" when preparing her lessons. Furthermore, she exemplified how she achieved this by saying "I had 18-19-year-old teenagers in my classes and they enjoy being informed about the world, they like being in touch with the world", and explained how she made use of this information about learners by saying "they like exploring and learning new things, and I try to combine information with different cultures." She also highlighted the importance of using appropriate materials for todays' language learners: "Media can be a very good friend of ELF-aware classes. We could include more videos and media when we think about the implications of globalization, because our students are always connected." Instructor 3, Instructor 6 and Instructor 11 mentioned the proficiency level of their learners as a factor they took into account when preparing the lessons. Instructor 2, on the other hand, stated that their learner groups could easily get bored when a concept is presented as a piece of information, and that's why she planned her lesson in a different way.

> The students we work with, they are living in an era of the internet and they get easily bored. So, if I just teach ELF explicitly on the board, if I show them the video and [say] "this is ELF, this is how people are speaking English, that way", they may get bored. And I if introduce the concept of ELF to my students, they may have difficulty conceptualizing the issue. That's why I didn't use a direct method of introducing ELF to them, but I decided to design my lesson and present ELF in a more subtle way to give them an idea. I'm sure my students cannot define ELF, but they know, they feel, they know how to perform at ELF let's say. So that's why I chose it. I thought about the

> intellectual processes going on my students' brain, because I really know them now. (Instructor 2)

Instructor 4, in a similar line, drew attention to the fact that she tried to design her lessons in an entertaining way for her learner groups so as to avoid boredom. She said that "I tried to choose something, the things, materials, videos interesting enough […] or maybe funny so that they could be interested and learn, and they wouldn't find it boring"

Instructor 6 explained that she knew how her learners better learn new concepts, so she planned her lessons accordingly.

> I know my classroom […] There should be explicit teaching at the beginning. Probably they have no idea about this philosophy and discussion. Because I really observed that if students hear different perspectives in their little circle, they learn more [from peers] than their teacher. That's why I tried to design lesson plans more focused on discussion with their peers. (Instructor 6)

She thinks that the reason behind this situation is because learners feel less threatened when they engage in conversation with their friends, instead of their instructors.

> For example, their language background was low […] They sometimes couldn't express their ideas. But if they are with their peers, they are more comfortable than [being with] me, than their teacher. That's why I always try to focus on their discussion with their peers because they are more comfortable. Always. (Instructor 6)

Another interesting example was voiced by Instructor 7 who stated that her lesson planning was motivated by the national and cultural composition of her learner group.

> In one of my lessons I focused on the English varieties and the accent issue, so I had an international class, I didn't just have some Turkish English

> learners. I had some Indonesian, some Arabic English learners as well. So, I tried to focus on the different accents and fluency and intelligibility issues. Actually, my learners' characteristics is one of my motivation to create such a lesson. (Instructor 7)

Moreover, for another lesson, Instructor 7 mentioned the needs of learners as her motivation to focus on a specific aspect of ELF. She said that "I focused on the communication strategies. That was one of the drawbacks of my students". Even more interestingly, Instructor 7 mentioned still another characteristic of her learners as a factor influencing her decisions: "I choose it to take their attention about this accent issues, because they, my class, was a C1 class, so they mostly focus on their communication skills, [in order] to increase their communication skills and their speaking skills" and she explained how she made use of her learners' concerns: "they are so keen to learn different accents and different varieties of English. […] so, I try to use that motivation and I try to teach them more about this issue."

Regarding lesson planning, again seven of the instructors informed that they shaped their lessons according to the curriculum they were supposed to follow at their institution. For instance, Instructor 10 referred to weekly programs they were supposed to follow, and she mentioned how the existing program influenced her material choice. She noted that "we have a modular system in our school, and of course, I had to choose my materials wisely". She also stated that "I used some food and fashion materials in my classes, because they were the themes of that week in my context." Instructor 10 also referred to some learning outcomes that they were supposed to achieve and explained how she merged these outcomes when planning ELF-aware lessons.

> As in every teaching context, we have some student learning outcomes. For example, when I prepared my classes, I knew that I had to encourage my

> students to produce language, to be active learners in class, to engage in some listening and reading activities. So, I tried to integrate these skills based on my ELF materials and I used these in the classes. (Instructor 10)

Instructor 11 mentioned how ELF-aware activities would be better suited for a specific segment of their teaching routine, i.e., the post-activity parts. However, Instructor 4 talked about the aspects of the English language they were expected to cover, and she tried to follow these while maintaining an ELF-aware attitude at the same time.

> We have this agenda to teach lots of different things, materials, topics vocabulary. So, somehow I had to mix them, blend them up with that. Not only the lingua franca itself. So, I tried to find the best tools. It could be a worksheet and also it could be a video, the ones that both teach our main aim, whatever the topic is, and also do it in a more comprehensive way so that they could realize that, they can see it in different accents and examples. (Instructor 4)

Instructor 8, on the other hand, explained that since she was supposed to follow a coursebook, she planned her lesson in a way to merge the theme of the week (i.e., first impressions) with ELF. She stated that "I had to follow a coursebook, so I could just add something new. Still the main material is there, so we were talking about impressions the first lesson. So, I could just directly relate it to ELF". Likewise, Instructor 5 mentioned how she made use of a listening text from the coursebook to connect the lesson to ELF.

> We had, in one book, […] just one listening from a nonnative speaker of English. And if I weren't ELF-aware before, I wouldn't just skip it. I wouldn't do that, because I was fine to emphasize other accents of English […]. But when I had this one, I was super-excited, "okay now we are gonna have this one, where is he from?". We have this small discussion with students. And whenever I have these kind of materials now, I'm trying to emphasize it "what is different about this material?" (Instructor 5)

With these words, Instructor 5 emphasized that she could appropriate her lesson based on a listening text in the coursebook in a way that she did not do before.

4.4.2.1.3 Challenges in the course preparing the lessons

Finally, the category labelled as "challenges in the course of preparing the lessons" comprises the areas of difficulties and concerns that the instructors reported to have during lesson planning.

As the instructors reported, one prominent challenge was coming up with creative and interesting ideas when designing activities. This issue was brought up by seven of the instructors and it was usually connected to the scarcity of ELF-aware teaching materials. For example, Instructor 11 noted that "I had quite difficulty in brainstorming and retrieving some ideas regarding ELF" and he also added that "when it comes to the pedagogical aspect, the number of the tasks, the number of the lesson plans, it is quite limited." Instructor 11 hypothesized that the difficulty he had could be also related to the amount of experience in preparing ELF-aware lessons. He said that "I wanted to come up with some creative ones, but I couldn't. I think it takes a longer time to come up with well-planned and creative, and maybe interactive activities". While Instructor 3 also expressed that she had difficulty in coming up with creative discussion questions for learners, Instructor 2 mentioned that she would like to create vocabulary-related activities if she was familiar with varieties of English other than British and American. She put it in the following way: "I have no idea how words change in different varieties, and that's a shame on me. I'd really like to design such an activity, that is touching upon vocabulary issues across the varieties. Unfortunately, I couldn't."

Similarly, Instructor 4 also verbalized how she had hard times finding resources. She stated that "I did a little bit research, but I couldn't find many resources online […] it was a bit limited and I didn't have many ideas". She also mentioned that she tried hard to find interesting ideas for the learners, and drew attention to the need in ELT area for more ELF-aware materials with the following words: "I guess we need more materials online, we need more help on that, different ideas, different materials that are prepared for this". Instructor 5 made very similar comments by expressing that "it [ELF-aware teaching] was kind of lost concept for me. I didn't know what to do. I didn't have any example, because in our curriculum, in our books, we don't have any material like that." Instructor 8 noted that when she was planning the lessons, she was quite unsure about "which aspect" of ELF to focus on or whether she needed to "talk about three circles" or not.

However, Instructor 10, although she stated that inexperienced teachers would have difficulty in finding and adapting materials in line with ELF, she herself was able to achieve it with relative ease.

> I had to search for the materials but luckily there were some websites that focused on ELF-aware materials, and they are very helpful for teachers. I used some lesson plans, I adapted them to my levels [students at particular proficiency levels], but I think it was easy, easier than I thought. I was a little worried if I could access to these materials. There were some repositories that included variations of English. I used them in my classes. I think the materials are all over the place. We could just adapt them and cater them to the needs of our students. (Instructor 10)

Another challenge was coded as "time limitation" which was reported by six of the instructors. For instance, Instructor 2 and Instructor 11 mentioned it would be better if they had more time to prepare lessons, while Instructor 6 and Instructor 7 referred to the limited time of classroom sessions. Instructor 7, to illustrate, said that "actually

we had some time limitations, it should be one- or two-hours classes." Similarly, Instructor 8 also thought that lesson duration challenged her and limited her plans: "I have limited time and [it is difficult to decide] what aspects to include or how to include it. It was a little bit challenging for me." Instructor 9 complained about the limited time they had in their institution, and she mentioned how this limitation influenced her plans.

> If I have enough time, if I am not in the rush of catching up with the program, I would try to do some extra activities, trying to introduce some new stuff. But we are always in a rush, because we are preparing students to take the proficiency exam. […] All you need to do is to complete the pack, complete the book, make them ready for the exam, and do your job. Unfortunately, this is the reality. […] It's a shame to say so, but we had […] time issues. I didn't have enough time to focus on more to come up with more ideas, more different ideas. (Instructor 9)

Other and less prominent challenges were also brought up by the instructors. For example, Instructor 11 mentioned the strict curriculum they had to follow in their institution. He said that "there are lots of detrimental contextual factors in our lesson settings, so it can prevent from having a flexible perspective and some autonomous activities to apply in the class." A similar complaint was also made by Instructor 7 who stated that "if I had a chance to be free about the lesson plan, maybe I can create more creative activities, or I can combine some activities, like listening and writing together, or listening and reading activities together." She implied she would like to design more extended and sophisticated ELF-aware activities for her students.

The sensitivity of the ELF concept was another concern. It was verbalized by Instructor 2 who explained how she had to pay attention to the ways she planned to present ELF to learners. She explained her concern in the following way.

> I don't want to be imposing anything, but I want to train my students and I want to open new windows for them. […] I don't wanna impose anything like

> "we hate British or American accents, we hate standard varieties". I don't want to make such comments. […] So, I paid attention not to do that. That was one thing on my mind. (Instructor 2)

Finally, Instructor 1 mentioned the physical facilities of his institution as one of his concerns when preparing the lessons. He said that "we don't have like a good projectors and good speakers that will produce good sound. Especially, we have this problem while we conduct the proficiency exam, too." Instructor 1 explained that he was also worried about whether the learners would be interested in the subject.

> I was really worried at some point that if the students are going to produce as much as I want them to produce about the topic. If I ask them a question, I was wondering if they are going to answer just in a really short way and don't say any more. (Instructor 1)

He explained that his concern was the unwillingness of the learners to participate in the lesson.

4.4.2.2 Lesson delivery

Under the main theme of professional perspective, the second sub-theme about instructor experiences concerns the teaching practices in the classroom. Therefore, this sub-theme comprises the evaluations of the ten instructors (Instructor 11 was not able to deliver the lessons he prepared), each of whom delivered three sessions to their learner groups. The evaluations of the instructors under this sub-theme were categorized as i) effective implementations, ii) ineffective implementations, iii) reconsideration of existing practices, and iv) learner reactions.

4.4.2.2.1 Effective implementations

The first category, effective implementations, refers to the classroom practices which were perceived to be working well by the instructors. There were 35 instances in which the instructors commented that they found their practices successful.

One salient implementation that was thought to be effective was discussion activities. The instructors usually backed their views by talking about how engaged the learners were during discussion activities. To illustrate, Instructor 6 noted that the discussion activities were effective because "they [learners] were involved", while Instructor 1 stated that "I think the discussion worked really well, and we had a really short time like 40-45 minutes for that, but I think the students tried to produce some ideas, tried to think about some perspectives, so it was nice." Instructor 8 explained that her learner group enjoyed expressing their ideas on the concept of ELF.

> Discussions worked really well. I mean it just worked as I wanted them to, even sometimes better than I expected, because I didn't know much about how they would react. […] My students in my class, they really like discussing, talking about things. That's why I can say it [lesson] was based on discussion as well. So, mostly the discussion parts, and the topics in general, they liked the idea of talking about it, in that way, I guess. So, both topics and discussions worked well. (Instructor 8)

A second prominent implementation that was perceived as effective by the instructors was the use of audiovisuals during the lessons. This view was usually connected to the idea that learners were quick to grasp the purpose of the media content, or they enjoyed and had fun with the kind of activities based on these content. For example, Instructor 10 stated that "I used some actors, some non-native speakers […], and there was a lot of exposure, maybe it could seem a little bit loaded, but I think they could get the idea" and she added that "they were engaged in the materials, they were interested in the videos that included non-native speakers".

Instructor 3 also referred to a media file she presented during the lesson and mentioned how it was effective in achieving her goals.

> It was enjoyable for them and they were trying to understand the jokes while listening and watching the video. That's why they were engaged, really engaged in the video. And I guess one of them said "it's like Cem Yılmaz in America", and they realized the activity, and the aim of the activity after that. (Instructor 3)

She further explained that learners understood the point of the videos she showed because, as she observed, the students were able to make the "connection between the video and the questions". Similarly, Instructor 9 highlighted how the audios she brought into the classroom attracted the attention of learners. Instructor 4, on the other hand, explained that learners were engaged in the videos she showed, and this was an effective way to signal learners the legitimacy of nonstandard varieties. She said that "I could say the videos of people using different accents, it was really interesting for them [learners] to see that 'yes, this is okay, if my teacher is showing this as a ... so, that means it is acceptable'".

Creative prompts and creating hypothetical situations to talk or write about was also reported as effective teaching practices. For instance, Instructor 1 explained how the hypothetical situation he asked the learners to imagine led to a fruitful outcome during the lesson.

> I think focusing on Turkish was a good idea to think critically about the English learning process. In that class I asked the students about what would they expect the learners of Turkish to do when they are learning language, how would they react to their mistakes and etc. And I think it was a good discussion in that sense. The students were able to apply those arguments to their English learning process. (Instructor 1)

Referring to the presentation of ELF paradigm to learners through a "running dictation task" and a follow-up writing on the same topic, Instructor 2 explained that she found this practice effective because it guided learners to think critically on the issue.

> I think I was able to make them question the standards, the standard varieties of English […] The question was 'do you think everybody should speak English in their own way?', and the point was that. My students had different ideas, and we learned that. And some of them were in the favor of the standards, like British and American, and some of them were insisting that 'no, we should speak it in our own way'. So, I think I was able to achieve that, I was able to achieve broadening their horizons. (Instructor 2)

Instructor 6, on the other hand, emphasized that the prompts she used during the lesson were effective in encouraging learners to gain a critical perspective on the current ELT practices.

> I give them [learners] different countries and try to search in the internet. What can, for example, in Bangladesh English be like, in which role is English? It's the second language, but in England, it's the first language, but in Turkey, it's the third language. I think that was really effective. They had an idea of this English as a lingua franca. And I try to give some discussion prompts, for example, I remember there was questions like 'how would you feel if somebody thought that you were an American because of your accent?'. They were laughing 'of course we would feel wonderful'. And there was the second question 'what if, because of your accent, they couldn't understand you, how would you feel?'. These are the things they couldn't think of before. (Instructor 6)

Finally, Instructor 3 reported that her learner group was interested in the vocabulary activity in which they guessed whether a set of vocabulary items belonged to the British and American variety, since these were the familiar varieties to learners. On the other hand, Instructor 7 reported that role play activity was a good choice to practice communication strategies and it worked well with her C1 learners. She also added that learners appreciated the value of that particular lesson by saying that "at

the end of the lesson, they [learners] expressed that they were happy to learn them [communication strategies], then they would use it in their language communication." Therefore, she implied that her students found pragmatic strategies queite useful as English users.

4.4.2.2.2 Ineffective implementations

The second category under the sub-theme of lesson delivery is ineffective implementations which refer to the classroom practices that were perceived not to be working well by the instructors. There were 18 references by the instructors to such less successful classroom practices.

One of the main issues that was coded as ineffective practice was about time management. Although this was not directly related to the ELF aspect of lessons, five of the instructors mentioned that they had a sort of time organization problem when delivering the lessons. For example, Instructor 1 noted that he would like to devote more time to discussion on the ELF paradigm, but he could not. Instructor 10, as well, complained that she planned to do too much, but she failed to find time for everything she planned. She said that "I can say that it was a little loaded, but I tried to integrate as much as possible. Sometimes it doesn't work when you try to do a lot." Similarly, Instructor 3 explained that she could not manage her time well during the lesson and she failed to allocate enough time for the discussion activity after watching a video about discrimination based on language.

> Especially in the last lesson, I was going to show more parts of the videos, but then I needed to cut them short, two minutes or three minutes. Especially the last video, if you remember, about the Indians, and there are accents, and how they are discriminated. So, for the discrimination part, I had little time and I couldn't give a lot of time for the discussion for the discrimination. (Instructor 3)

She hypothesized that the reason for her poor time management was related to the duration of the videos she chose.

> Well, there is a reason. I guess the length of the video was too much for them. It was 25 minutes and they all sat down and watched it for 25 minutes, and maybe they were bored in 25 minutes. But these videos were, I mean five-minute videos, six-minute videos, and they were shorter than the first lesson. Maybe that's why [it] didn't grab me in the first one. I couldn't get their attention. (Instructor 3)

Likewise, Instructor 7 stated that she spent too much time presenting information about ELF-related issues, and it would be wiser to allow learners to be more active instead. She said that "Maybe, the presentation part could be shorter because some of my students, at the end of the lesson, they said they were a little bit bored when they are following the presentation.". Instructor 8, on the other hand, talked about how she regretted planning two reading activities in a day. She noted that "I was, of course, concerned about, I had two readings in a day. […] I knew I shouldn't do it. I knew it." She explained that she did it because it was "more convenient" for her. She added that an alternative choice would have been better: "It could have been something different, instead of two readings, I could have included, as I told you, one video or something else."

Another issue, as two of the instructors mentioned, was that the discussion activities required better planning. Instructor 1 reported that he should not have tried to create a discussion activity since the learners were not ready to defend an idea they were just introduced with.

> The students stuck too much with the native speaker fallacy. They always wanted to be like native speaker. It was hard to find another group who would argue for their own accents. It was at first hard. Maybe I planned like five minutes, but it took me like ten minutes to find a group that would go for their own language and own accent. It was hard. (Instructor 1)

Very similar concerns were also uttered by Instructor 5 who reported that she miscalculated how demanding a discussion on ELF-related topics would be for learners with lower proficiency levels.

> In one of the lessons, I did discussions. Among the students, I did two groups. As my students' level was not so appropriate to discussion, they couldn't discuss and they couldn't come up with very good points. After the discussion, so, I decided not to use those kind of discussion, because the students were not ready yet for those kind of discussions. (Instructor 5)

One interesting self-criticism was expressed by Instructor 4 who reported she felt she failed to teach language skills with an understanding of ELF, and she focused on ELF as a content instead.

> I guess I was so focused on giving the idea of lingua franca. […] It was like the main, the most important point was ELF, and that the other part is not very important. But it cannot work that way. It has to go hand in hand actually. Our main thing is teaching, so I have to do that. And also, I have to do it with the idea of lingua franca. I think it didn't work very well. It wasn't very successful. (Instructor 4)

Other ineffective practices, as the instructors reported, were failing to choose a reading text appropriate for the level of learners (Instructor 9), attempting to use an online technological tool that was completely unfamiliar to learners (Instructor 9), and not planning the lesson in a traditional way with pre-, while and post-activities (Instructor 6).

4.4.2.2.3 Reconsideration of existing practices

The third category under the sub-theme of lesson delivery concerns how their experience of delivering lessons made the instructors realize or think about things that they did not before. Therefore, the codes under this category represent issues that

the instructors reconsidered or questioned following their experience of teaching ELF-aware lessons.

The most prominent issue brought up by the instructors turned out to be their increased inclination towards ELF-aware language teaching philosophy. Eight of the ten instructors who were involved in teaching stage of the study reported they would pursue a more ELF-aware approach in their future practices, because they realized that they previously either did not have enough knowledge of it to integrate in their teaching or did not see it as an important part of ELT as they should have. One example of such reconsideration of previous practices was Instructor 1 who said that "I'm kind of now more aware that I should do this more in my classes. I wasn't doing this as much as I should have done." He reemphasized his point by saying that "after the classes now, I think that I should do this ELF aware classes more." Another instructor who reported that her attempts of ELF-aware teaching had changed her approach to ELT was Instructor 9. She stated that "I will bring in more intercultural content; I will be more lenient with correcting the papers or correcting the students while they are talking." Similarly, Instructor 7 talked about how she was influenced after preparing and delivering the three sessions from an ELF point of view. She noted that "actually I didn't have such a focus before these lectures, so I just gave some regular classes, like grammar-based or some skill-based ones" and she also added that "I was aware of the concept of this study, but sometimes I had some little chance to practice it in my classes […] Maybe from now on, I could touch more on these issues." Similar thoughts were also expressed by Instructor 8 who mentioned that she had become more welcoming towards ELF understanding, and she would try to approach all topics in the curriculum from an ELF point of view. Moreover, Instructor 5 also said that she had changed her approach in her teaching

practices. She noted that “it was different [before], and for my listening classes I would just emphasize the native accent, but now no. Those different varieties are important for us”. Instructor 10 mentioned new plans for her future practices, lending evidence that she had questioned and decided to modify her previous practices based on her experiences within this study.

> This year, for example, when I start my classes, I would like to raise awareness about ELF, because students will study in the program for a year, and I want them to embrace this situation of ELF, that they are going to be using when they graduate, after five years. So, now I have a plan to integrate it every week. I could use some videos produced by non-native speakers of English, but very effective ones, informative ones, like Ted videos, and have some production like speaking, writing after these videos. Now I have a certain plan in my mind to implement. (Instructor 10)

She also made an extended explanation regarding why she decided to make modifications on her previous teaching practices, and how she planned to carry out those new practices.

> When I think back, I feel that I need to expose my students to more ELF-aware materials. […] They are with a nonnative teacher in their classes, and they are the nonnative speakers of English. We are together in this journey and we have to survive in this environment, where some people regard the non-native as not so good, but I think together we should plant the idea of ‘okay we are the people who will dominate’. Actually, now we dominate by numbers. There are more non-native speakers of English. I think I want to share first the statistics with my students ‘okay when you graduate, you will use English with these people, not mostly native ones, and when you graduate you will work in mostly in these sectors where you will meet non-native speakers of English’. I think I will integrate some awareness raising activities when I first start the classes, and then I will continue to, as I do in my teaching context, continue to integrate more ELF-aware materials, like the videos by non-native speakers, websites, news websites produced by Singapore, South America, or guide them to read some Turkish materials, English materials prepared by Turkish media. So, all these kind of things, I think I will have. I will create some plans so that my students are more aware of the changing frameworks in the world, about the role of English. (Instructor 10)

While all examples above show how the instructors had decided to change their teaching behaviors in a more ELF-aware way, there were also reports by the instructors about questioning their previous ELT practices in slightly different ways and making quite specific plans for the future. For instance, Instructor 6 below discussed how she understood that ELF-aware teaching was a perspective that should extend at all levels of language education and also that should be explicitly brought to the attention of learners.

> When I try to prepare my lesson plan, I realized that I cannot put this philosophy into one or two lessons. I always try to teach from the beginning to the end of the C1. I try to integrate every time. […] I think that I would integrate some explicit teaching. […] I would integrate some explicit teaching and I would try to integrate more videos. Now I'm more, I was aware, but I'm more aware right now. And that's why I try to teach more, I guess, communication strategies. I would definitely do that. And I would start to give idea of ELF from the beginning levels to the end of the levels, because it cannot happen in one shot. (Instructor 6)

Instructor 8, on the other hand, reported that she realized that she could do more than exposing her learners to different varieties of English.

> I just saw that I can include ELF as a topic, a content in my lessons as well. So, it doesn't need to be only the implicit way, just hearing different varieties. I can also make the topic as a topic of discussion in my lessons too. So, both ways, I think I will try to include it in my lessons too. (Instructor 8)

Instructor 2 talked about her plans about how to react to common questions she was used to hearing from learners.

> I can tell that whenever I experience a magic moment or whenever I experience something I can give feedback on, that will change my answers I would say. For example, my students usually ask 'Hocam do you prefer British accent or American accent?' and I say 'Do I have to?'. So, I think that will change my answers to those kind of questions, especially to my students. And I'll say 'Which accent do you prefer?', I'll say 'Instructor 2 [says her own name] accent'. 'Hocam, what is that?' 'That's my way of speaking' I

> say. So, that will change my answers to questions my students ask. (Instructor 2)

Apart from these issues, another interesting plan was expressed by Instructor 4 who mentioned that, based on her experiences of getting involved in ELF-aware teaching, she planned to disseminate this philosophy among her colleagues. She stated that "we need to accept it [ELF], learn it very well, and even teach it to our young fresh fellow teachers." She also expressed her personal interest to disseminate the idea.

> That was a great chance for me to join this program in that sense, because now I can work in a better way. And maybe, I can help my friends to realize that, the ones who don't know what it [ELF] is. (Instructor 4)

Finally, one of the references to the category of "reconsideration of existing practices" concerned how one of the instructors found ELF-aware teaching challenging and scary, but then realized it was not that hard at all. Instructor 8 explained what she went through during her teaching experience in the following way.

> At first, I was like 'What I am gonna do with this?'. So, I really was like that. But then they are thrown. I mean with discussions, and as I did the lessons, I was like 'okay, it is not that hard, it is not that impossible'. […] So, it might be like spice of my lesson in general. So, not ELF maybe, but still hearing different varieties, I can just welcome. I can just use, do this in my lessons. So, it affected me, the experience overall positively, I can say. (Instructor 8)

According to Instructor 8, ELF-aware teaching was not as confusing as it first looked; therefore, her experiences of ELF-aware teaching encouraged her to integrate ELF into her future teaching practices as well.

4.4.2.2.4 Learner reactions

The final category under the sub-theme of instructors' evaluation of their lesson delivery experiences is "learner reactions" as observed by the instructors during their teaching. Within a total of 24 references in this category, the most frequent three descriptive words turned out to be "like" in various forms in the sense of appreciation which appeared 13 times, "enjoy" in various forms which appeared 12 times, and "interest" and its derivatives which appeared 5 times.

The most prominent reaction, as the instructors reported, was learners' showing an interest in the concept of ELF. All of the ten instructors with 15 separate references explained that their learner groups were interested in the lessons or appreciated learning about ELF-related topics. To illustrate, Instructor 4 talked about her observation during the lesson with the following words: "I guess it went well because they were really on the topic, they were really focused during the lesson." Referring to the learners, she also added that "they didn't get bored because that was something totally new to them, so, I was successful to get their attention, I managed to do that throughout the lesson." In a similar line, by stating that "they were all happy to have those kind of activities because […] it was a new concept for them.", Instructor 5 mentioned how learners appreciated learning about ELF. Instructor 2 mentioned how one of her students unexpectedly showed interest in the topic when she introduced the concept of ELF. She stated that "one of my laziest students, he was so lazy, he did not pay attention to anything, but immediately he said 'hocam, what is English as a lingua franca?'" Similarly, Instructor 3 expressed that the learners were interested in the topic and liked the activities she prepared. Referring to the learners, she noted that "they were all active, most of them, and they were engaged in the topic, and they liked speaking about the topic I guess." She uttered the following words as the reason behind learners' interest: "After a grammar lesson, a

boring grammar lesson, maybe, I mean, they were all bombarded with rules and everything", highlighting that learners might have found the ELF concept a fresh way of looking at the language. Instructor 1, on the other hand, explained that the learners were interested in learning about ELF since they were engaged in the activities he prepared.

> In my first class actually I think the students were really into the topic. So, I really liked that. The students were able to reflect upon their learning practices, and I think I observed them. Mine was a group discussion thing where the students had to produce some ideas, and there was an audience they had to follow, and they have to give a vote based on the arguments of the others. So, I think it got their attention, and the students were interested in it. So, that was nice. (Instructor 1)

Instructor 10 reported that she observed that learners "enjoyed and they had an idea about the ELF aware materials". She drew attention to the positive atmosphere in the class.

> As far as I observed, they really enjoyed it. The materials were interesting. As a teacher, if I enjoy a class, I assume that my students enjoy it, too. And I think, especially with these classes, students received it very positively, and they enjoyed it. They liked hearing different variations of English. And there was a positive environment in class. As far as I observed, they enjoyed it. (Instructor 10)

Instructor 7, as well, reported positive reactions from the learners. She said that "at the end of the lesson, they [learners] expressed that they were happy to learn them", emphasizing that the learners were happy to learn new strategic skills to overcome communication problems.

On the other hand, some instructors reported that they had a diversity of reactions from learners to the ELF concept as far as they observed during lessons.

For instance, Instructor 6 mentioned the fact that although some of her learners were interested in the lesson, others were uninterested.

> I guess some of them were really eager. Their discussion was hot. Some people didn't care, and I would expect that. But some students were eager to discuss. The questions were like interesting for them as I observed. I think especially first language, second language, third language part was really effective for them. (Instructor 6)

Instructor 7, however, talked about how she got mixed responses from learners during and after her first lesson.

> Actually, in the first one, when I'm teaching it, when I'm trying to make them aware about the different accents and intelligibility issues, they all agreed about this issue. They all said 'yeah there is not only English or American version English etc.' But at the end of the course, when I ask again [whether] there should be a standard way of English or not, they all said 'yeah there should be only one English standard'. I didn't expect that answer, but yeah, I feel that I didn't change their mind. (Instructor 7)

Likewise, Instructor 8 shared her observation by saying that "they [learners] were really open to learning something new, so they just grasped the idea of ELF." She also added that after the sessions she conducted, her students "can just talk about their ideas about this situation, having different varieties, and they have really nice and different ideas." Moreover, acknowledging that some of the learners were quite strict about their ideas, she thought that even the learners with firm nativist ideas got something from her lessons. She noted that "of course, some of them just say 'British English is fine', but still even this student is aware that there are different varieties." Finally, Instructor 9 also mentioned that she had interested and uninterested learner groups in different sessions. She noted that "they [learners] were uninterested in the lesson, so it was kind of frustrating for me, but then, I think it was the third class, the last class, it was a weak class but they were enthusiastic." Instructor 9 speculated that

there could be a number of reasons why some learners were not enthusiastic during two of her sessions.

> Because they are Turkish students, they are used to speaking in Turkish. That's why they have reservations about participating in the lesson in English, [that is] one thing. Two, they are not familiar with the concept of world Englishes […] Three, listening is what they don't like at all, they don't like listening somehow, they don't like anything actually. Because our students have low profiles unfortunately. The good ones pass without sitting the proficiency exam because they have their certificates of IELTS or TOEFL, or better ones than the ones we have here are in B1, B2 levels, and they graduate prep school in February, and they leave. What remains with us, what stays with us, the group [that] stays with us are the lower achievers or slower learners. That's why we struggle. (Instructor 9)

Another topic raised by the instructors regarding learner response to the lessons they prepared was how these lessons motivated learners to gain a critical look at nativist views on ELT. For example, Instructor 1 shared his observations about learners' thoughts during the following week's lesson.

> One week after the class, we talked about it a little bit. And it was actually strange to see that some of the students changed their ideas about … We were talking about the accents that day, and they started to change their ideas, they started to think more critically about it. (Instructor 1)

In a similar line, Instructor 5 reported her observation following the lessons she conducted with a particular learner group of hers, and she compared their views on language teaching to another learner group to emphasize how different the two groups were.

> I asked the same question to pre-intermediate students and upper-intermediate students. Uppers were my students. […] They even know South African English variety, or they can talk about everything, nativism, world Englishes, they changed a lot. […] There was also a question like that: 'Is it important to have an accent, American native-like accent?' And they said 'no, it's not important.' But [for] pre-intermediate students, it was important. (Instructor 5)

Although not as prominent as the first issue, a third observation of instructors about learner reactions concerned how they felt safer to participate in the lessons compared to previous sessions. For example, Instructor 2 explained how the lessons she conducted resulted in her students' becoming more tolerant towards different ways of speaking English.

> They liked it. […] They felt relaxed and they felt free to make mistakes. And I don't know, I don't see their mistakes as mistakes, especially the Arabic students. And they valued each other's accents. They valued each other's way of using English. So, for example, by the way, my Arabic students speak English much better than my Turkish students in terms of speaking, but their intonation is a little bit different and my students were sometimes imitating the Arabic students and each other. And now, I see that they started to be friends. (Instructor 2)

The fact that learners felt more secure with their own way of using English was something also observed by Instructor 4.

> I guess they enjoyed it a lot, because actually, I'm not sure why, but seeing that whatever they do, I mean not like going crazy, but whatever accent they use, it is okay. And knowing that, I guess, make them a bit more relaxed, knowing that 'yes, their accent is acceptable, it is good, because this is what I use.' […] for our foreign students and also for our students, who are always worried about their accents. So, they don't want to talk in front of people because they think their accent, their pronunciation is always bad. So, I guess they were a bit more relaxed when they realized that now it is important to accept all the varieties, because this is what we try to give them, what I try to give them in class. (Instructor 4)

There were only two references, presented above, to observing learners to be more relaxed during the ELF-aware lessons the instructors delivered.

This section has presented results regarding instructor evaluations of the various stages of ELF-aware language teaching they were involved in within this

study. Now, the next section focuses on learner evaluations of the lessons they participated in.

4.5 Student feedback about the lessons

The results reported in this section concerns the reactions of the learners to the lessons prepared by their teachers. Ther focus-group interviews, conducted just after every one or two consecutive lessons, concentrated mainly on learner evaluations of the lessons from any aspect they wished to comment on; furthermore, the learners were also encouraged to reflect on the English language, their learning context and learning aims in the general sense. Therefore, before presenting the results regarding learner evaluation of the lessons, their approach to the English language and ELT is summarized under four points below, which is integral to understanding their views regarding the lessons. When presenting results in this section, the students and focus groups are referred to with a numerical code, students ranging between 1-136 (because 136 students provided data for this research question) and focus groups ranging between 1-23 (because there were 23 focus groups).

Before discussing the views of the students in relation to the lessons, the following points should be clarified. First, it was found that learners had a variety of purposes for learning English. There were 73 references to academic purposes such as using English in their department or for further education, 61 references to daily use and touristic purposes such as online interaction, entertainment or interacting with other English speakers when travelling abroad, 55 references to business and employment, and finally 14 references to passing examinations.

Second, there was a prominent theme of a feeling of incompetence among the students regarding their English skills, either expressed as inadequate verbal skills or

as feelings of poor confidence and a fear of making mistakes. This feeling of incompetence among students was coded 109 times across 23 focus-group interviews. For instance, Student 61 (Focus group 11) simply said that "Konuşma açısından bence zayıf kalıyoruz" [I think we have weak speaking skills]. Student 17 (Focus group 4) also complained about his/her poor skills in speaking: "Bir şey söylerken mesela aklımda düşünüyorum evet ama konuşmam olmadığı için söyleyemiyorum. Yazmaya gelince evet yazabiliyorum, okuma da hani, ama dediğim gibi speaking olmuyor" [I can think of things to say, but since I cannot talk, I cannot say them. I can write when it comes to writing, and I can more or less read as well, but as I said, I cannot speak]. Similarly, Student 14 (Focus group 3) said that "Herkes gramer filan öğrenebiliyor ama konuşmaya gelince herkeste böyle bir utangaçlık oluyor, konuşamıyor" [Everybody can learn grammar and stuff, but when it comes to speaking, everybody becomes shy and cannot speak.], connecting poor speaking skills with shyness. This idea of poor confidence was also expressed by Student 112 (Focus group 19) who said that "gülerler mi, ben çok çekiniyorum" [I deeply fear that they will laugh at me]. Student 120 (Focus group 20) suggested that a misconception might be lying under their poor confidence. He/she said,

> Gramerde kesinlikle %100 doğru, yabancılar bile Türkçeyi kullanamıyorlar. Çultanahmet diyor biz seviniyoruz ama biz bir şey söylediğimizde sanki o bizi böyle ayıplayacakmış gibi geliyor. O yüzden 'o zaman söylemeyeyim, hani biliyorum ama bana kadar İngilizce'. [Foreign people do not use Turkish with a hundred percent correct grammar. They say *çultanahmet* (referring to Sultanahmet, i.e. Hagia Sophia) and we are happy with that, but when we say something, we feel that they will condemn us. Then, we think 'I will not speak, I mean I know, but my English is not good enough to bring it out.'] (Student 120)

The very same idea was repeated numerous times by other students as well. For example, Student 46 (Focus group 9) said that "Anadili İngilizce olarak konuşan

insanların seviyesine göre konuşmam gerekiyor, bu yüzden endişeliyim" [I should speak at native speaker level, and I am worried about that]. Another example, Student 41 (Focus group 9) even said that "Açıkçası ben kendimi ezik hissediyorum, 20 yaşına geldiğim halde İngilizce öğrenmeye çalışıyorum." [Honestly, I feel like a loser; I still struggle to learn English at the age of 20]. This last example illustrates how deep the feeling of incompetence was for some students.

Third, the students prioritize the ability to communicate in English with other people in the practical sense. This view was mostly expressed on the premise that communication through English is a critical need for them, frequently overriding using English in particular predefined ways. This theme was expressed 124 times in various ways, such as a desire to learn the most useful linguistic forms, the central role of successful communication, the importance of intercultural communication, and a dispreference for exam-oriented language learning instead of learning real life language skills. For instance, Student 13 (Focus group 3) said "Bizim amacımız zaten globalde anlaşabilmek, yani başka insanlarla aynı dili konuşmadığımız insanlarla anlaşabilmek. İngilizcenin temeli bu benim için" [After all, our aim is being able to globally communicate, I mean being able to communicate with other people, people with whom we do not have the same first language. That is the point of speaking English for me]. Student 33 (Focus group 7), similarly, emphasized how the whole point was communication for him/her rather than the language per se. He/she said "Anlaşabileceğiniz bir dil olmalı, ortak bir dil olmalı bunun için, bir dil olmalı yani, ya İngilizcedir ya Çincedir bu hiç fark etmez. Yani ben İngilizceyi kabul ediyorum, İngilizlere veya Amerikalılara sempati duyduğum için değil." [There should be a language to communicate, a common language for communication. I mean it could be English or Chinese, it does not matter at all. I mean I accept

English, but this is not because I have a sympathy for the British or Americans]. Student 73 (Focus group 14) prioritized verbal skills and saw it as the core of learning a language. He/she said “Ben konuşmadığım sürece istediğim kadar gramer bileyim. Benim en büyük rahatsız olduğum konu bu. Hani gramere dayalı değil de, hani writinge dayalı değil de, hani ben bir konuşma öğrensem zaten bunları yazabilirim.” [It does not matter how much grammar I know if I cannot speak. This is the point that bothers me most. I mean it should not be based on grammar, not on writing. I mean I can already write if I can learn to speak].

Student 16 (Focus group 3) prioritized mutual intelligibility over differences in accents by saying “Aksanın çok bir önemi yok, yani düzgün kullanmak yetiyor, yani anlaşabiliriz.” [Accent does not matter much; I mean using it appropriately is sufficient, we can communicate]. Student 68 (Focus group 13) criticized the exam-oriented language education and called for more real-life skills. He said “Sadece sınava yönelik değil, biraz daha günlük hayata, işte insanlar arası iletişime yönelik değişiklik yapılmalı bence” [It should not be only exam-oriented; I think they should make changes aiming more at daily life, more at communication between people]. Likewise, Student 38 (Focus group 8) criticized book-based language education: “Gerçek hayatta kitap çok işimize yaramıyor. Gramer tabi ki yarayacak ama daha çok iletişim becerileri veya kelime bilgisi ağırlıklı olacak” [Books do not help much in real life. Of course, grammar will help, but communication skills and word knowledge will be more important]. Student 8 (Focus group 2), on the other hand, stressed how compulsory for him/her to communicate with other students with different first languages was: “Benim Filistin’den gelen arkadaşlarım var önceki kurlardan tanıştığım. Tam olarak Türkçeyi bilmiyorlar, o yüzden onlarla İngilizce konuşmak zorundayız, çünkü biz Arapçayı çok fazla konuşamıyoruz onlarla” [I have

Palestinian friends who I met in earlier courses. They do not speak Turkish well, therefore, we have to speak in English with them, because we cannot speak much Arabic, either]. Student 133 (Focus group 23) explained his/her views about native varieties and how he/she approaches the issue from a practical perspective. He/she said,

> British aksanı öğretmek veya Amerikan aksanı öğretmek bana biraz şovmenlik gibi geliyor. Yani İngilizceyi öğret, karşındaki seni anlasın, sen kendini ifade edebil, bütün kelimeleri doğru telaffuz etme ama anlaşılır bir şekilde telaffuz et, bana göre İngilizce budur. Çünkü baktığımızda İngiltere'deki adam İngilizceyi farklı konuşuyor, Hindistan'da İngilizce konuşan adam bambaşka bir şey konuşuyor, Çin'de konuşan bambaşka konuşuyor. Ama baktığında bu üç insanı da anlayabiliyorsun bir şekilde ve kendini ifade edebiliyorsun. Budur yani benim için. [I feel like learning British or American accents is showing off. I mean learn English, be intelligible to others, be able to express yourself, you may not pronounce all words correctly but pronounce intelligibly, that is being able to speak English for me. Because we see that people speak English in one way in England, and people in India speak it in a much different way, and still in a different way in China, but you can understand people from all of these three places, and you can express yourself to them. That is the whole point for me.] (Student 133)

Finally, the students expressed different views about the learning and teaching of various English varieties. However, there was a clear tendency to prefer a common variety for educational purposes, which was verbalized as either American/British or a hypothetical common variety that is not necessarily American or British. This view was voiced 144 times across the 23 focus-groups. Most students were of the opinion that either the British or American variety should be presented in schools. For example, Student 134 (Focus group 23) said "Ben Amerikan ve İngiliz aksanlı bir dil eğitimini daha efektif buluyorum" [I think a language education based on the American and British accents is more effective], and Student 120 (Focus group 20) said "Bence Amerikan ve İngiliz İngilizcesi ile devam edilmeli çünkü insanları bir ortak noktada toplamazsak, sınıfta yaşadığımız gibi Arap bir arkadaşımız ya da

Afrikalı bir arkadaşımız farklı bir şekilde telaffuz ediyor ve biz bunu anlamakta zorluk yaşıyoruz" [I think the education should keep sticking to American and British English, because otherwise, if we do not accept a common variety, we have difficulty in understanding when an Arabic or African friend pronounces something differently, just like the situation in our classroom]. Some students supported either particularly American or British varieties, mostly based on the fact that they find it more intelligible. Preference for the British variety was much lower than American variety. For instance, Student 105 (Focus group 18) said "İngiliz İngilizcesi kullanmak isterim ama bugün bakıyoruz Amerika her şeyi domine ediyor. Yani sonuçta onun için de Amerikan İngilizcesinin tek olarak öğretilmesinin taraftarıyım." [I would like to use British English, but we see that America dominates everything. Therefore, I prefer only American English to be taught]. Some students cared only for the commonness factor, irrespective of which variety it is. For example, Student 36 (Focus group 8) said "Tek bir çatı altında olsa hani tek bir telaffuz şeklinde olsa yani, zorlanacağımızı düşünmüyorum" [If it were one common variety, i.e., one type of pronunciation, I think we would not have much difficulty]. Student 94 (Focus group 17), approaching the issue from an egalitarian perspective, expressed similar opinions. He/she said,

> Eğer ortaksa, herkesin ortak konuşabileceği bir şeyse, o zaman ortak bir şey belirlenmeli. Bu Amerikan da olabilir İngiliz de olabilir Hint şeyi de olabilir. […] Çünkü mesela Pakistan ağzıyla konuşan insanlar ya da Hindu olup da İngilizce konuşan insanları genelde gülüyorlar ya da aşağılıyorlar çünkü kutsallaştırılmış ve yüceleştirilmiş bir İngiliz aksanı var. Bundan dolayı bir tecrit oluşuyorsa insanları dışlama konusunda, ben istemem ama eğer gerçekten ortak bir payda oluşturup herkesi bu paydada buluşturabileceklerse ben kabul ederim. [If it is going to be a common variety that everyone can speak, this common variety should be agreed upon. It does not matter whether it is American, British or Indian. […] Because, for example, people with Pakistani or Indian accents are laughed at or ridiculed, because British accent is seen as divine and sublime. Therefore, I would not want it if it created a

> kind of discrimination. However, if it really was a common variety that everyone could agree upon, I would accept it.] (Student 94)

As opposed to those preferring uniformity, there was also a theme of support among students for diversity in English language education, which was expressed 71 times. The students holding this view preferred to have an English learning experience with a diversity of varieties, and some of them further suggested that varieties should be taught according to learner needs, and that L2 English speakers were sometimes more intelligible than native speakers.

To illustrate, Student 3 (Focus group 1) found diversity beautiful and said "Bir dili konuşurken aksan farklılığı olması yanlış olarak tanımlandırılmamalı, yani güzellik gibi bir şey aslında benim için" [I think accent differences when speaking a language should not be labelled as faulty, I mean it is a type of beauty in my opinion]. Student 53 (Focus group 10) focused more on the potential benefits of being exposed to varieties and said "Farklı konuşma biçimlerinin farklı aksanlardaki örneklerini de görmemiz bizim ileriki hayatımızda daha faydalı olacağını düşünüyorum ben" [I think it will be beneficial for our future life to see different uses and different examples of accents]. Student 73 (Focus group 14), on the other hand, took a more critical stance and expressed that "Bu düzenin aslında biraz ekonomiye dayalı olduğunu düşünüyorum çünkü Amerika ve İngiltere bu dil okullarından çok ciddi bir şekilde para kazanıyor, hani merkezlerin hala onlar olmasının nedeni de o güçlerinden dolayı" [I think we have the current situation due to economic reasons, because America and England make serious amounts of money out of the language schools, and that is why they have this central role thanks to their power]. Student 55 (Focus group 10) based his/her view on the true global status of English by saying that "Sadece İngilizlerle ya da sadece Amerikanlarla

konuşacağımız bir dil olmaktan çıktı İngilizce" [English has become more than a language that we use to communicate with only British or Americans]. Another student, Student 9 (Focus group 2), suggested that different varieties should be available for education based on learner needs: "Amerika'ya gidecekse o dil tercih edilmeli ya da İngiltere'ye gidecekse oranın dili tercih edilmeli diye düşünüyorum. Aynı dil zaten ama farklı aksanlar. Eğitimi onun üzerinden alırsa daha etkili olacağını düşünüyorum" [If someone plans to go to America, then that variety should be preferred, or if someone plans to go to England, that variety should be preferred. They are basically the same language, but different accents. If people receive education based on that, it could be more effective]. Finally, Student 53 (Focus group 10) questioned the existence of any authority that can decide on a single variety for global use. He/she said,

> Şu devirde böyle bir çatı oluşturmak kimler tarafından yapılacak? Tabii böyle bir şey çok zor yani. Şu an herkes kendi İngilizcesini öğretiyor, herkes kendine göre İngilizce konuşuyor. Yani şu devirde şu an bu kadar yayılmışken İngilizce böyle bir çatı oluşturmak çok zor diye düşünüyorum. [Who will be those to create a common frame these days? Of course, such a thing is very difficult. Everybody teaches their own English now. Everybody speaks their own English. I mean, at this point when English has become so widespread, it is very difficult to create a common frame.] (Student 53)

With the above comment, Student 53 highlighted that diversity is inevitable because there is no such authority to claim absolute power over the language and shape its future.

The above section summarized general learner approaches to English language and its education. This could be useful to interpret the learners' feedback about the lessons, which is addressed below. The section below is aimed to respond to the fifth research question which is how learners evaluated the lessons prepared by

their instructors. The thematic and content analysis of the learner focus-group interviews particularly focused on evaluations of the lessons they had attended. Under the global theme of "learner feedback about the lessons", the coded segments of the focus-group interviews were grouped under seven categories which were later grouped under two main themes. Furthermore, two more themes emerged from the analyses without any lower-order categories. Therefore, a total of four themes emerged. These themes were i) higher awareness and familiarity regarding ELF, ii) thoughts on learning about ELF, iii) views about instructional choices, and iv) practicing skills. The themes and the categories under each theme are presented along with the number of references in Table 31 below.

Table 31. Themes and categories regarding students' feedback

Global Theme	Themes	Categories	Frequency of reference
Learner feedback about the lessons	Higher awareness and familiarity regarding ELF		196
	Thoughts on learning about ELF	Novelty and interestingness of learning about ELF	108
		Importance of learning about ELF	50
		Boosting confidence	57
	Views about instructional choices	Appreciation of discussion activities	45
		Appreciation of use of media	36
		Appreciation of topic choice and handling	36
		Non-appreciated activities	25
	Practicing skills		49

Each of the themes and the lower-order categories under the themes indicated in Table 31 are explained below, and supported with sample responses from the participant students.

4.5.1 Higher awareness and familiarity regarding ELF

This theme includes the fact that students gained a higher awareness of ELF and WE, they became more familiar with the global uses of English and the extent of English language's spread around the globe. Referenced 196 times across the 23 focus groups, this was by far the most prominent theme that emerged from the lesson evaluations of the students. The words "öğrendim" [I learned], "öğrendik" [we learned] and "öğrenmiş oldum" or "öğrenmiş olduk" [I or we learned] appeared 57 times, and the inflected versions of the word "farkındalık" [awareness], "farkına varmak" [become aware] and "fark etmek" [become aware] appeared 34 times within this theme. Furthermore, the word "farklı" [different, various] appeared 76 times, usually along with such words as variety, English, accent, culture and language.

Student 25 (Focus group 6), for example, expressed how he/she gained insights into the different ways English is spoken around the world. He/she said "Ben açıkçası İngilizcenin bu kadar farklı şekilde konuşulduğunu bilmiyordum" [Frankly, I did not know how English was used so differently]. Similarly, Student 104 (Focus group 18) explained how he/she became more aware of the status of English in various contexts: "Mesela işte Hindistan'da falan ikinci dil olarak kullanılıyormuş […] Ben bunları bilmiyordum açıkçası, işte diğer ülkelerin böyle ikinci dil olarak kullandığını, bunları bilmiyordum" [For example, it turns out that it is used as a second language in India […] Frankly, I did not know that, I did not know other countries used English as a second language]. Student 136 (Focus group 23) drew attention to the communication strategies he/she learned in the lesson and said that "Ben bu stratejilerin hiçbirisini bilmiyordum. […] Bunların hepsini daha ben yeni öğrendim" [I did not know any of these strategies. […] I have just learned all about these]. On the other hand, Student 19 (Focus group 4) expressed how he/she

understood the importance of intelligibility: “Diğer insanlarla iletişim kurarken bizim anlaşılabilir olmamız gerektiği anlaşılıyor” [It appears that we need to be intelligible when communicating with other people].

Other aspects of ELF were also mentioned by the students in terms of gaining a deeper knowledge and awareness. For instance, Student 68 (Focus group 13) drew attention to the numbers of native and non-native speakers of English in order to make his/her point. He/she said,

> Şu an İngilizceyi ana dili olarak kullanan insanlardan çok dünya genelinde yani dünyada daha çok konuşuluyor ana dili olanlardan. Bu yüzden sadece bir şeye bağlı kalmak, tamam ortak dil hani herkesin anlaşabileceği bir dil ama, sadece ona odaklanmanın yanlış olduğunu düşünüyorum. [Today, English is more widely spoken around the globe than those who speak it as their first language. Hence, although it is the common language through which everyone can communicate with, I think it is a mistake to concentrate only on it (L1 English)]. (Student 68)

Student 65 (Focus group 12), likewise, summarized what she got from the lesson and expressed how he/she became more aware of the decentralized view of English language. He/she said “Çoklu bir kültürün aslında iyi bir şey olduğunu. Dünya sadece British İngilizcesinden ibaret değil. Yani bence bunları gördük bu derste.” [We learned in this lesson that multiculturalism is actually something good, and British English is not the one that all matters]. Student 31 (Focus group 7) also mentioned that he/she became more aware of other English speakers and their understanding of English: “Videoda British İngilizcesi kullanan kişilerin de şaşırdığını gördüm diğer aksanlara karşı. Onlar da pek bilmiyormuş diğer aksanları” [I saw in the video that those who speak British English are also confused by different accents. It turns out that they also do not know much about other accents]. Student 31 realized that being a native speaker of English was not the same as being

a competent language user who could communicate with a variety of other language users.

On the other hand, Student 94 (Focus group 17) stated that the lesson he/she attended provided him/her a wider perspective about the English language. He/she said "Şimdi Türkiye'de şöyle bir algı var. İngilizce öğrenme için gâvur dili falan diyenler var. En azından onlara işte şey diyebiliriz bu dersin sonunda, işte bilmem Rusya'sından tutun bilmem nesine kadar gelişmiş birçok ülkede İngilizce konuşulabiliyormuş" [There is this perception in Turkey. Some people think of English as unbelievers' language. After this lesson, we can now say to them that English is spoken in many developed countries from Russia to others]. The same student further commented that "Birçok ülkede konuşuluyormuş ve dünya dili. Bu yüzden öğrenmemiz gerekiyor. Vizyon kattı yani" [It is spoken in many countries and it is the world language. This is why we have to learn. I mean it broadened our vision].

Student 120 (Focus group 20) commented on the lessons still from another aspect and explained how they tend to ignore their friends with different L1s in the class. He/she said that "Aktivite esnasında yabancı arkadaşlarımızı biraz göz ardı ettiğimizi fark ettim. Çünkü hani bazen o kelimenin direkt Türkçe olarak okunuşunu heceliyoruz ama onlar bunu anlamıyor" [During the activity I realized that we ignore our foreign friends. Because we sometimes spell a word using Turkish, and they do not understand it]. Student 11 (Focus group 2) thought that the aim of the lesson was about raising self-awareness: "Bazen, belki istemeden oluyor ama, bazı ırkları olsun, dilleri, aksanları olsun üstün görüyoruz ve zannediyoruz ki onlar daha iyi, ve ister istemez de onları dinledikçe o şekilde konuşmaya başlıyoruz. Belki hoca bunu anlatmaya çalışmıştır" [Maybe unwillingly, but sometimes we think of some races,

languages and accents as superior, and we think that they are better. Then, unavoidably we start speaking like them as we listen to them. Maybe, the instructor tried to draw attention to this point]. Another comment was made by Student 62 (Focus group 12) who explained how the lesson prompted him/her to be more critical about traditional role models of English speakers. He/she said,

> Ben hep İngilizcenin İngilizler gibi konuşulması gerektiğini düşünmüştüm çünkü doğru olanın bu olduğunu, onların dili olduğunu ve hani herkes açısından da anlaşılabilir olması açısından önemli olduğunu düşünmüştüm, ama konuşmacının söyledikleri birazcık fikrimi değiştirdi gibi. Çünkü kendinizi çok iyi olmaya zorladığınız zaman bazı şeylerden geri çekebiliyorsunuz. Yani bir İngiliz gibi konuşacağım derken çoğu zaman konuşmuyorsunuz. Ama farklı insanların olduğu bir ortamda olursanız, çok değişik aksanları olduğunda bunun doğal bir şey olduğunu anlıyorsunuz. [I have always thought that English should be spoken like British people because that is the correct way, that is their language, and this is important for everybody to be intelligible, but I think the things the speaker told (in the video) have changed my views a little bit. Because when you try to be perfect, you refrain from doing certain things. I mean when you try to speak like a British, you mostly do not speak at all. However, when you are in an environment with different people, you understand that different accents are only natural]. (Student 62)

Finally, Student 6 (Focus group 1) emphasized how he/she realized there was another driving force behind the spread of English. He/she said that "Ben açıkçası ekonominin dilin yaygınlığı üzerinde bu kadar etkisi olacağını düşünmemiştim, ve sınıftakilerin söylediğine göre, en fazla etkileyen şey de ekonomi. Buna mesela şaşırdım. Yani hiç düşünmezdim. Genel olarak sosyal hayatın ya da teknolojinin etkileyeceğini düşünürdüm" [Frankly, I did not think that the economy would have such an impact on the prevalence of the language, and according to the class, the most influential factor is the economy. This baffled me. I would never think that. I would think that social life or technology in general would affect it]. This new

insight the student gained during the lesson, as he/she reports, even struck him/her as a surprise.

4.5.2 Thoughts on learning about ELF

This theme concerns the views of the students regarding how they feel about learning about aspects of ELF. Therefore, it particularly comprises the ideas of the students about ELF as a concept, various aspects of it, and its integration into language education. The analyses indicated that the students tended to define their views about ELF in relation to one of three categories, i.e., i) it is something new and interesting for them, ii) it is something important to know about, and iii) it is confidence boosting.

4.5.2.1 Novelty and interestingness

First, many students reported that ELF was a novel concept for them and they previously had little or no awareness of it, and some students also reported that they found this novel concept interesting or intriguing, implying a willingness to further learn about it. The word “farklı” [different, new] appeared 29 times, inflected or derived versions of “ilginç” [interesting], “ilgi çekmek” [interest] or “dikkat çekmek” [attract] appeared 29 times, the word “güzel” [nice] and its inflected version “güzeldi” [it was nice] appeared 16 times, and the word “eğlenceli” [enjoyable] and its inflected version “eğlenceliydi” [was enjoyable] appeared 10 times within this category.

For example, Student 5 (Focus group 1) and Student 29 (Focus group 7) defined the topic of the lesson as “ilgi çekici” [interesting] and “güzel” [good] while Student 65 (Focus group 12) referred to the lesson as “eğlenceli” [enjoyable].

Similarly, Student 3 (Focus group 1) explained how he/she liked the content of the lesson with the following words: “Benim için konu çok ilgi çekiciydi. Bence hoca bizim kitap dışında da böyle konular getirip bizim tartışmamız çok iyi oluyor” [The topic was very interesting for me. I think it is quite good that the instructor brings such topics that are not in the book to the classroom, and we discuss them]. Student 7 (Focus group 2) also mentioned that the topic was new for them, and they found it interesting: “Ben eminim ki sınıfta 20 kişi varsa, ben de dahil 15 kişi o konuyu bilmiyordu. Yani bu konu hakkında bir bilgi sahibi değildi. Bu yolla hem bilgi sahibi oluyoruz hem dikkatimizi çekiyor” [I am sure that if there are 20 people in the class, 15 of them including me did not know about this topic. I mean we did not have any knowledge of it. This way, we both gain knowledge and the topic attracts us]. On the other hand, Student 25 (Focus group 6) emphasized how the topic ignited curiosity in him/her. He/she said “Farklı konularla ilgili. İnsanın merak etme güdüsünü tetikliyor, yani araştırmaya yönelik şeyler, dikkat çekici şeyler, yani bunlar da önemli şeyler” [It is about different issues. It triggers our curiosity, I mean these are research-oriented topics, they are interesting, I mean they are important.]. His/her words imply that the novelty of the topic was intriguing and interesting for Student 25, which prompted a desire to learn more about ELF.

Student 33 (Focus group 7) commented on motivational aspect of the lesson: “Tüm sınıfça katılım derste motivasyonu arttırdı” [Whole class participation in the lesson increased the motivation]. Student 120 (Focus group 20), on the other hand, found the lesson interesting because it broke the usual monotonous flow of the lesson. He/she said,

> Keşke bütün dersler böyle olsa çünkü hep tekdüze işliyoruz. Bu oyunlar ya da alternatif olarak yaptığımız aktiviteler biraz daha derse olan ilgimizi arttırıyor. Sürekli tekdüze gidince, dil de farklı, insan bir süre sonra sıkılıyor

> ve uykusu geliyor. Yeni şeylere algıyı kapatıyoruz. O yüzden bu şekilde en azından insanın biraz daha ilgisi arttırılıyor. [I wish all lessons would be like this one because we always have monotonous lessons. Such games or alternative activities increase our interest in the lesson a little bit. When it is monotonous all the time – and in a different language – you get bored after a while, and you get sleepy. I mean we close our perceptions. Therefore, this way, it increases our interest a little more at least.] (Student 120)

The student above seems to enjoy the lesson mostly due to the unusual activities they did in the lesson. Finally, Student 33 (Focus group 7) mentioned how the topic impressed her. He/she said "Normalde yine ya kelime ezberleyecektik ya bir writing […] O olmadı, farklılık oldu bizim için. Benim hoşuma gitti yani, etkiledi" [Normally, we would either memorize words or do writing […] We did not do that, it was different for us. I liked it, it affected me]. Here, Student 33 mentioned how the lesson prepared by his/her instructor was something new for them, and how he/she enjoyed it.

4.5.2.2 Importance

Second, the students thought that ELF and relevant topics were important to learn about or necessary for them as L2 speakers of English. This idea was coded 50 times across the 23 focus groups. The word "güzel" [good] and "iyi" [good] appeared 30 times in total, "verimli" [productive, beneficial] and "önemli" [important] appeared 6 times each within this category.

For example, Student 56 (Focus group 11) commented "Bizi kültürel anlamda geliştiriyor bence. Yeni şeyler öğreniyoruz katkısı oluyor" [Such things improve our cultural knowledge, I think. We learn new things; they contribute to us], while Student 60 (Focus group 11) commented "Yeni kültürler, yeni kişiler, yeni fikirler öğrenmek bence gayet güzel ve hoş. Ben çok memnunum bundan" [It is really good

and nice to learn about different cultures, different people, I mean new ideas. I am very pleased with that]. Both Student 56 and Student 60 appreciated the importance of the things they learned during the lessons.

Student 64 (Focus group 12) emphasized how he/she found a particular concept important to know about: “Evet, o [çokkültürlülük] güzeldi onu öğrendik. Herkes farklı fikirlerini söyledi, işte onun hakkında ne düşündüğünü” [Yes, it (multiculturalism) was good, we learned about it. Everybody expressed different ideas, their ideas about it]. Student 94 (Focus group 17) thought that the aspects of ELF introduced by their instructor were quite important and they should have been taught about these earlier. He/she said,

> Bence çok güzeldi çünkü bu zamana kadar bize İngilizceyi öğrettiler ama keşke, aslında daha önce yapmaları gerekiyordu ki İngilizceyi niçin öğreneceğiz, İngilizce ne kadar ihata etmiş dünyayı, bunu bize belirtmeleri gerekiyordu. En sonunda yaptılar ama iyi oldu bence. [I think it (the lesson) was very good, because until now they have taught us English, but I wish this was done earlier. Someone should have explained why we would learn English, how much English spread to the world. They finally did it, and I think it was good.] (Student 94)

Similarly, Student 35 (Focus group 8), referring to his/her instructor who delivered the lesson, commented "Bize öncelikle şundan söz etmeye çalıştı ‘hazırlık öğrencileri İngilizce öğreniyor fakat İngilizcenin tarihini biliyor mu?’ Asıl önemli olan focus buydu” [The instructor primarily tried to say that ‘preparatory school students learn English, but do they know about its history?’ That was the important focus], and he/she explained his/her point by adding that “Çünkü bir dile başlıyorsun ve hangi ülkenin ne konuştuğu hakkında bir fikir sahibi olmazsan eğer o ülkeye gitmeden önce veya o ülkeye gittiğinde, ülkenin tarihini bilmezsen, […] fikir sahibi olmadığın için konuşamıyorsun” [Because you start learning a language, and if you do not have

any idea about which country speaks it how, if you do not know about its history before visiting a country or when you visit, you cannot talk because you have no idea]. Likewise, Student 131 (Focus group 22) emphasized the contents of the lesson he/she attended with the following words: "Hangi ülkelerin resmi dili olarak İngilizceyi kullandığı hakkında genel bilgi edindik. İngilizcenin ne kadar yaygın olduğunu, […] ayrıca ne kadar farklı kullanım tarzları olduğunu, yani aksanlar olduğunu öğrenmiş olduk" [We got general information about which countries use English as their official language. We learned how common English is, […] and also how differently it is used, that is, different accents.], and he/she commented on the message to be taken from the lesson: "İnsanların illa belli bir aksan içinde konuşması gerekmediğini öğrendik. Yani kendimize göre belli aksanlar içinde bunu konuşabiliriz, yeter ki anlaşılabilir olsun. O anlamda güzeldi." [We learned that people do not have to speak in a certain accent. We can talk in our own accents as long as it is intelligible. It was a good lesson in that sense]. Another student who explained why he/she found the lesson beneficial was Student 136 (Focus group 23). He/she said,

> Ben bu dersin çok verimli geçtiğini düşünüyorum, ben verimli hissediyorum. Çünkü bu stratejileri ileride yurtdışına çıktığımızda veya herhangi kendi ülkemizde yabancı dil konuşan bir insanla etkileşime girdiğimizde öngörebileceğiz, tahmin edebileceğiz böyle bir şey yapacaklarını ve biz de bu stratejileri kullanabileceğiz. [I think this lesson was very productive, I feel it was productive, because when we go abroad in the future or when we interact with a person who speaks a foreign language in our country, we can anticipate that they will do such things, and we will be able to use these strategies.] (Student 136)

Student 68 (Focus group 13), on the other hand, drew attention to how necessary it was to become more aware of other cultures in their particular context. He/she reported,

> Ortak bir dil sonuçta. Bundan dolayı farklı telaffuzları illa ki var ama ondan da ziyade kültürel olarak haftada bir gün bile olsa, bir saat bile olsa bu tarz derslerin eklenmesi gerekir sonuçta. Çünkü international öğrenciler de var. Hem onlar hem de biz farklı yörelere ait telaffuzlar falan öğrenmemiz açısından etkisi olur diye düşünüyorum. Sadece dil anlamında değil tabii, kültürel anlamda, işte yemek, kıyafet ve benzeri gibi şeyler. [It is a common language after all. Therefore, it has different accents, but rather than that, culturally, even if it is one day a week, even if it is an hour, such lessons should be added after all. Because there are also international students. I think that it will help both them and us in terms of learning accents from different regions. Not just in terms of language, but in a cultural sense, things like food, clothing, etc.] (Student 68)

Student 68 above not only thought it was important for them to be more aware of English varieties, but also cultures. As opposed to the majority, four students expressed different views. Three of them stated that the topics covered in the lessons they attended was not necessary for them, and one simply stated that he/she was not pleased with a particular activity during the lesson. However, overall, the idea of satisfaction was strong among the students.

4.5.2.3 Boosting confidence

The final category under the theme of views regarding learning about ELF was labelled as boosting confidence. This category concerns the fact that being more aware of ELF helped the learners be more confident as L2 speakers of English, enhanced their motivation to participate in lessons, and made them feel more comfortable with their English. This idea was expressed 57 times across the 23 focus groups. Various versions (with derivational and inflectional suffixes) of the word “motivasyon” [motivation] appeared 14 times, “rahat” [relaxed] appeared 10 times, and “güven” [confidence] or "özgüven” [self-confidence] appeared 16 times within this category.

Student 2 (Focus group 1), for example, simply referred to the topic of the lesson, and said “Muhtemelen konudan dolayı benim motivasyonumun arttığını hissediyorum” [I feel my motivation increased, probably thanks to the subject]. Student 130 (Focus group 22) mentioned how he/she gained confidence when he/she became more aware of how L2 speakers of English can be successful communicators. He/she said “Bizim diğer konuşucularla empati yapmamızı ve kendimize özgüven kazanıp bizim de onlar gibi konuşabileceğimizi gösterdi ders” [The lesson showed that we can empathize with other speakers and gain self-confidence, and we can speak like them]. Similarly, Student 133 (Focus group 23) referred to the fact that he/she gained confidence thanks to the awareness of how people around the globe use English. He/she said “Dünyanın genelinde her ırktan her dilden insanlar İngilizce konuşurken ister istemez [bir şeyi nasıl ifade edeceklerini] unuttuklarında bu stratejilere başvuruyormuş bunu fark ettim, ve artık bu stratejiyi uygularken, bu duruma düştüğümde, kendimi kötü hissetmeyeceğim veya bilgisiz hissetmeyeceğim” [I realized that people of all races and linguistic backgrounds all over the world resort to these strategies when they inevitably forget (how to express something) while speaking English, and now I won't feel bad or ignorant when I am in this situation, while applying this strategy]. Obviously, seeing how other ELF users use English in real life made Student 133 more self-confident.

Student 18 (Focus group 4), on the other hand, emphasized how his/her instructor’s advice during a writing activity made her feel motivated: “Hocamız bize karışık cümleler kurmasak da basit cümleler yazıp daha anlaşılabilir olduğunda daha iyi essay yazılacağını söylemişti. O zaman daha iyi hissetmiştim. Orada motivasyonum arttı” [Our teacher told us that even if we do not make complex sentences, we can write simple sentences and write better essays if they are more

comprehensible. I felt better then. My motivation increased there]. Still another student, Student 39 (Focus group 8), explained how communicative efficiency is not dependent on nativeness. He/she said "Çok hızlı konuşuyorlar kendi dilleri oldukları için […] Birinci dili İngilizce olan bir insanla konuşmak cidden ikinci dili veya üçüncü dili olan bir insana nazaran çok daha zor diye düşünüyorum" [They speak very fast because it is their own language […] I seriously think it is much more difficult to talk to a person whose first language is English than a person whose second or third language is English]. Student 13 (Focus group 3) also explained how being aware of other English speakers influenced his/her attitude. He/she said,

> Kendi İngilizcemiz çok kötü, konuşamıyoruz, işte anlarlar mı anlamazlar mı derken koskoca milyar dolarlık firmaların sahiplerinin, dünyaya açılan kişilerin bile gerçekten neredeyse berbat düzeyde İngilizceleri olduğunu düşündük. Sadece iletişim kurmak için kullandıklarını anladık burada. Bizim korkmamamız gerektiğini böyle aktivitelerle böyle videolarda veya işte böyle katılımlarda fark ediyoruz. [We keep thinking that our English is bad, we can't speak or worry whether other people will understand us, while the owners of huge billion-dollar companies, even worldwide people have really an almost terrible level of English. We realized that they only use it to communicate. We realize, via such activities, such videos like this, or such discussions, that we should not be afraid.] (Student 13)

Student 25 (Focus group 6), on the other hand, approached the issue from a different angle, and mentioned how their instructors can serve as a model for successful L2 speakers. He/she said,

> Hocaların hepsi dünyanın farklı yerlerini gezmiş insanlar oluyor, farklı diller bilen, farklı insanlarla tanışmış insanlar oluyorlar, ve sadece İngilizce değil farklı şeyler de gösteriyorlar, farklı şeyler de öğretiyorlar. Başka şeylere ilgi uyandırmaya çalışıyorlar öyle söyleyeyim. Ben şundan çok keyif aldım: 'Aslında o zor değil, göründüğü gibi değil, ben yaptım siz de yapabilirsiniz.' [All of the teachers are people who have traveled to different parts of the world, who speak different languages, and who have met different people. And they show us not only English but also different things, they teach different things. They are trying to arouse interest in other things, if I can say

> so. I really enjoyed the following idea: ‘Actually it is not difficult, it is not how it seems, I did it, so you can do it.’] (Student 25)

Finally, a comment by Student 117 (Focus group 20), marks what he/she started to understand from effective communication via English. He/she said “Korkmamak gerekiyor. Biz korkumuzdan anlayamayacağız, cevap veremeyeceğiz. O korkuyla aslında anlayamıyoruz. O söyleyemiyor falan diye düşünüyoruz ama aslında söyleyebiliyor, senin söyleyebildiğin gibi. Sen Türk gibi söylüyorsun, o Arap gibi söylüyor.” [One should not be afraid. Because of our fear, we cannot understand, we will not be able to answer. We can't really understand because of that fear. We think that the other person can't say it or so, but he/she can actually say it, just like you can say it. You say it like a Turk, he/she says it like an Arab.]. The lesson he/she attended showed Student 117 that he/she should be more confident in his/her English as an ELF user.

4.5.3 Views about instructional choices

The focus group interviews also revealed that the students frequently referred to the type of activities and instructional choices of their instructors when evaluating the lessons. Therefore, this theme comprises the views of the students about the instructional choices of their instructors when delivering the lessons. This theme revealed itself as a combination of four categories, three of which appealed to the students’ appreciation while one did not. More specifically, they appreciated i) the discussion activities, ii) the use of media files, iii) choice and handling of the topics, and did not appreciate iv) the activities that they found boring or that they could not relate to their goals.

4.5.3.1 Appreciation of discussion activities

This category was the most prominent one under the theme of views about instructional choices. The idea was expressed 45 times across the 23 focus groups. The positive perception of discussion activities was frequently linked to the opportunities to speak and express personal ideas, and working in groups. Various forms (with derivational and inflectional suffixes) of the word "konuşmak" [speaking] appeared 34 times, "tartışmak" [discuss] and its English counterpart "discuss" appeared 24 times in total, "grup" [group] appeared 19 times, "iyi" [good] appeared 12 times, and "sevmek" [to like] appeared 10 times within this category.

For instance, Student 12 (Focus group 2), referring to the discussion activity in the lesson he/she had just attended, said "Beni her zaman tartışmalar yükseltir. Ben tartışmayı çok seviyorum" [Discussions always motivate me. I love discussing]. Similarly, Student 44 (Focus group 9) said "Bugün bir grupla başka grubun bir araya gelip discussion yapması güzeldi. İlk defa yaptık, güzeldi" [It was nice that one group and another group came together and held a discussion today. We did it for the first time, it was nice]. In a similar line, Student 26 (Focus group 6) said "Hoca bizi gruplara ayırdı, bizi konuşturdu falan, yani sürekli öğrenciyi dersin içerisinde tutmak öğrenci açısından çok verimli oluyor" [The teacher divided us into groups, made us talk and so, I mean engaging the student in the lesson all the time is very productive for the student]. Student 15 (Focus group 3) expressed that such discussion activities as the one they did during the lesson should be more frequent: "Aldığımız gramer derslerinden daha fazla discuss yapmamız gerektiğini düşünüyorum" [I think we should do more discussion activities than the grammar lessons]. Student 10 (Focus group 2) made it very explicit that he/she was attracted to the discussion part of the lesson more than the others. He/she said,

> Ben daha çok videodan sonraki kısmı sevdim, yani soruları cevaplama değil de onun üzerinden tartışma kısmı. Olaylar farklı yere çekiliyor. Herkesin bir düşüncesi var ve önceden zorla kalkan eller bir anda ben de bir şey söyleyeceğim kalkayım söyleyeyime döndü. Ben o kısmı daha çok sevdim. [I liked the part after the video more, not answering questions, but discussing on them. Things are viewed from different perspectives. Everyone had a thought, and the hands that had been forcibly raised before, were like 'I will say something, and let me have the floor to speak'. I liked that part more.] (Student 10)

Another student, Student 6 (Focus group 1), explained how discussion activities motivate them and increase their motivation. He/she said,

> Metni okuduk, ondan sonra aslında konuşmaya başladık grup olarak ve ben bunun çok faydalı olduğunu düşünüyorum. Çünkü kendimize daha güvenli oluyoruz ve motivasyonumuz artıyor o konu hakkında konuşmak için. Çünkü okuduğumuz şeyle alakalı hem çıkarım yapıyoruz hem kendimizden bir şeyler ekliyoruz. Bunun için motivasyonu arttıran şey önce okuyup sonra onun hakkında tartışmaktı. [We read the text, and then we actually started to talk as a group, and I think it is very beneficial. Because we become more confident, and our motivation increases to talk about that subject because we both make inferences and add something from ourselves about what we read. Therefore, the thing that increases the motivation was to read first, and then discuss about it.] (Student 6)

Another student from the same group, Student 3 (Focus group 1), on the other hand, mentioned how he/she enjoyed discussing a topic outside their textbook. He/she said discussing on topics that were not in the textbook was really effective for them, and he/she made the following explanation: "Çünkü hissettiğimiz şeyleri İngilizce bir şekilde ifade etmeye çalışıyoruz, bu da bizi gerçekten etkiliyor" [Because we try to express what we feel in English, which really improves us]. The same student added that "Ayrıca arkadaşlarımız da böyle yeni şeyler söyleyince, bana göre benim zihnimde yeni kapılar açılıyor açıkçası" [In addition, when our friends express such

new opinions, new doors open in my mind], emphasizing how discussion activities make him/her gain new perspectives.

4.5.3.2 Appreciation of use of media files

The second category within this theme was an appreciation of use of media files, particularly videos. Students usually expressed an appreciation of their instructor's using videos because it was interesting, motivating, enjoyable or inspiring for them. This idea was expressed 36 times across the 23 focus groups. The words "güzel" [nice] or "güzeldi" [was nice] appeared 12 times, various forms of "dikkat çekmek" [attract] or "ilgi çekmek" [interest] appeared 9 times, and "hoşa gitmek" [like] appeared 6 times within this category.

To illustrate, Student 28 (Focus group 6) said "Videoların komik olması ve öğretici olması benim motivasyonumu baya arttırdı" [The fact that the videos were funny and instructive increased my motivation a lot]. Student 105 (Focus group 18) said "Mesela video kısmında o özellikle hani interaktif diyeyim, o bayrakları tahmin etme kısmı bence çok eğlenceliydi, o güzeldi" [For example, in the video part, which was interactive, especially the guessing the flags part, I think it was very fun, it was nice]. Student 21 (Focus group 5) also referred to the motivational effect of the media they saw during the lesson: "Videolar özellikle bizi katılmaya teşvik ediyor diye düşünüyorum ben" [I think videos especially encourage us to participate in lessons]. Another student, Student 36 (Focus group 8), appreciated the use of videos to create a knowledge base for further learning. He/she said "Hoşuma giden şey ilk önce konuya giriş olarak bize video izletilmesi. Ondan birkaç bir şey öğrendikten sonra, kavradıktan sonra sorulara geçilmesi daha mantıklı" [What I like is that it was more logical to let us watch the video as an introduction to the subject, and to move

on to questions after learning a few things from it]. Here, the student particularly refers to how he/she appreciated the use of the video for a particular purpose at the beginning of the lesson.

On the other hand, some students particularly mentioned how fun or the interesting the videos were. For example, Student 23 (Focus group 5) said "Aslında benim açımdan komik geçti çünkü videoyu çok sevdim, eğlendim. Eğlenceliydi." [Actually it was funny for me because I loved the video, I enjoyed it. It was fun.], and Student 7 (Focus group 2) said "Bence izlediğimiz videolar çok eğlenceliydi. Hoşumuza gitti, ilgimizi çekti fazlasıyla." [I think the videos we watched were very fun. We liked them, they attracted our attention.]. Student 26 (Focus group 6) explained how videos could give or ignite some ideas for further discussion. He/she reported,

> Derste video gösterimi veya bir lecture'ın konuşma kaydı vesaire açılması öğrenciler açısından iyi oluyor çünkü bir yerde tıkandığımız zaman, o video veya konuşmalar gene bize … yani konuşacak bir şeyler çıkmış oluyor. Bazı fikirler canlanıyor kafamızda veya orada yapılan şeyin üzerine bir yorum yapabiliyoruz. Yani derste video vesaire görsel efektif şeylerin kullanılması öğrenci açısından iyi oluyor, yani derse katılması konusunda diye düşünüyorum ben. [It is good for students when they show a video or record of a lecture, etc., because when we get stuck somewhere, those videos or speeches function for us as something to talk about. Some ideas come alive in our minds or we can make a comment on what was done there. In other words, I think it is good to use videos and visually effective things for students in the lesson.] (Student 26)

Although the comments of Student 26 were general, he/she expressed these views based on his/her experiences during the lesson he/she had just attended. Another student, Student 27 (Focus group 6), mentioned multiple reasons of his/her appreciation of video use during the lesson. He/she said,

> Videolar baya bir faydalı oluyor öğrenciler için, bizim için sıkıldığımız yerde. Hem açtığı videolar da komik güzel videolardı yani. Ben o açtığı kişiyi tanıyorum mesela. Böyle daha çok ne bileyim hani köşe bucak videolar değil de böyle daha çok hem eğlenip hem öğrenebileceğimiz şeyler, materyaller kullandı hoca. Bu da dikkatimi çekti. Bu benim motivasyonumu arttırdı. [Videos are very useful for students, for us when we get bored. The videos our instructor showed were both funny and good. I know the person in the video, for example. Our instructor used materials that we can both have fun with and learn from, instead of videos that were less known. This caught my attention. This increased my motivation.] (Student 27)

Finally, Student 12 (Focus group 2) said "Video izlediğimizde en azından farklı insanların perspektifini de yakalamış oluyoruz" [When we watch videos, we at least capture the perspectives of different people], drawing attention to how they might gain new perspectives thanks to the people in the videos.

4.5.3.3 Appreciation of topic choice and handling

This category concerns how students appreciated their instructor's choice of particular topics, issues or questions, and their approach to these issues during the lesson. This category is different from the evaluations of students about aspects of ELF because it concentrates specifically on learner evaluations of their instructors' choice of topics, and how they procedurally dealt with that topic. For example, it involved how the instructors managed to design a critical question to attract the attention of the class and encouraged discussion, or how the instructors could relate the topic to the students' life, thereby making it more engaging for them. Such views were expressed 36 times by the learners. The words "bizim" [our] and "kendi" [one's own] appeared 27 times, and "bize" [to us] appeared 8 times, lending evidence for how the learners related the topics to themselves. Inflected and derived versions of the word "konuşmak" [speaking / talking about] appeared 16 times, and "fikir" in the sense of "idea" or "expressing ideas" appeared nine times.

For example, Student 26 (Focus group 6) said “Konu da konuşulabilir bir konuydu ve pasif kalma durumu olmadı çünkü hoca herkese tek tek bazı şeyler sordu” [The subject was also a talkable topic, and we did not remain passive because the teacher asked questions to everybody one by one]. Similarly, Student 33 (Focus group 7) said “Dikkat çekici ve farklılık yaratabilecek konular seçmesi, böyle yaparsanız daha iyi olur, şöyle daha iyi gibi konuyla geldiği için biraz dikkat çekiciydi. Bu iyiydi derse katılım için” [I mean it was noteworthy that the instructor chose subjects that were interesting and that could make a difference. As, as he/she came with a subject like ‘it would be better if you do it like this or like that’, it was a little interesting. That was good for us to participate in the lesson]. In a similar line, Student 10 (Focus group 2) said “Bizim bildiğimiz konulara çekilmesi daha hoşuma gidiyor. Üzerine düşündüğümüz, daha önceden ‘Aa böyle bir fikrim vardı’ dediğimiz konulara çekilmesi daha hoşuma gidiyor” [I like it better when the subject is connected to the topics we know. I like it better when it gets connected to the issues that we usually think about, to the issues about which we say ‘oh! I previously had such an idea’]. Obviously, instructors’ connecting the topics to familiar subjects was preferable among the students.

In a similar line, Student 2 (Focus group 1) mentioned how he/she enjoyed the critical nature of the topic by saying that “Bu tarz açık oturum gibi derslerde, düşünmeye, okumaya, ya da bu şekilde textler üzerine düşünmeye bağlı derslerde biraz daha çok verim aldığımı düşünüyorum” [I think I find the lessons more efficient when they depend on thinking, reading or reflecting on texts in this kind of panel-like sessions], and he/she also added that “Daha etkili, daha güzel, hatta daha üzerine kafa yormaya açık, ve hatta hani bunun hakkında bir şey de yazmak isterim” [More effective, better, and more open to thinking about, and I even would like to

write something about it], imlying that he/she was interested in further scrutinizing the topic.

Student 39 (Focus group 8), on the other hand, mentioned how the questions formulated by the instructor created an effective discussion environment. He/she said "Hoşuma giden şey, öncelikle birden çok soru vardı. Bu birden çok soruya birçok farklı cevap gelmesi […] farklı insanların cevaplarına takılmadan söyleyip, bunu dillendirip bu şekilde bir ortam oluşturulması benim hoşuma gitti açıkçası" [First of all, I liked that there were multiple questions. Having many different answers to these multiple questions [...] creating an environment where different people express ideas without worrying about their responses, honestly, I liked it]. Another student, Student 27 (Focus group 6), particularly appreciated how the instructor handled a seemingly simple topic. He/she said,

> Hocamızla alakalı şunu söyleyebilirim, daha çok hani sonuçta communicationdı konumuz ama, çok basit bir konu gibi görünüyor ama, daha çok sorular hazırlamıştı bize. Bizim böyle aktif olmamızı sağlayan şeyler yaptı, videolar açtı, videolar hakkında bize sorular sordu. Yani güzeldi. [What I can tell you about our instructor is that, it was 'communication' after all, and it seems like a very simple subject, but the instructor prepared more questions for us. He/she did things that made us active, opened videos, asked us questions about the videos. So, it was nice.] (Student 27)

Student 19 Focus group 4), however, expressed that he/she found the lesson effective because they were able to relate the subject to their own context. He/she said,

> Bize verilen outline'dan farklı bir konu işledik mesela bu son iki saatte ve o konular biraz daha kendi şu an öğrenmeye çalıştığımız İngilizceyle alakalıydı. Bu beni biraz daha mutlu etti, bu konu açısından. Daha yararlı oldu bence. Biraz daha bence empati yaptığımızı da düşünüyorum, hem Türkçeyle karşılaştırdık hem İngilizceyle karşılaştırdık. Nasıl olacağını, biz onlardan ne bekliyorsak aslında bizim de İngilizce öğrenirken onları yapmamız gerektiğini şu an öğrenince anladık. [Now, for example, we were presented with a different topic in these last two hours than the outline given to us, and those topics were related to the English language which we are currently

> trying to learn. This made me a little happier, in terms of the subject. I think it was more useful. I think we developed a little more empathy. We made comparisons both with English and Turkish. When we understood how it would be, what we would expect from other people, we realized we actually need to do the same while learning English.] (Student 19)

Student 19, here, mentions that relating the subject to their own context enabled them to approach the topic from a different perspective. He/she appreaciated how their instructor handled the topic and made them realize certain things regarding learning and using English.

4.5.3.4 Non-appreciated activities

This category concerns the practices that were not appreciated or that were complained about by the students. The disliked aspects of the lessons did not concentrate on any particular type of activity or topic. Instead, diverse issues were raised by the students as points of non-appreciation. Since the number of references was limited in this category and the existing ones did not concentrate on any particular issue, content analysis in the form of frequency of content words did not bore any logical results. However, a careful examination of student utterances revealed that four references were about listening activities, four were about the topic of the lessons, two were about a particular role-play activity, two were about the fact that it was compulsory to participate in this role-play activity, two were about the challenging nature of an activity, and another two were about time consuming nature of an activity. It is also noteworthy that 14 of the total 25 references in this category came from two focus groups based on two particular lessons.

For instance, Student 54 (Focus group 10) simply referred to the topic as a reason for his/her non-appreciation of the lesson. He/she said that “Konu benim

ilgimi çekmedi" [The topic did not interest me]. Similarly, Student 103 (Focus group 18) said "Konuyu da çok sevemediğim için hiçbir şekilde motivasyonum yükselmedi yani dinlerken ya da konuşma yaparken aktivitelerde, hoşlanmadım pek" [Since I didn't like the subject very much, my motivation did not increase in any way during the activities while listening or speaking, so I didn't really like it]. Another student, Student 105 from the same focus group mentioned why he/she did not enjoy the listening activity: "Daha önce bu konuyla ilgili altyapı olmayınca tabii, bu listening kısmı çok rahatsız ediyor diyeyim artık, yoruyor insanı" [Let me say that this listening part is very disturbing given that I had no background knowledge on this subject before; it is tiring]. Still another student, Student 102 (Focus group 18), from the same focus group mentioned the listening activity as a disliked aspect of the lesson. He/she said,

> Aslında arkadaşlarımın dediği gibi, listening kısmında ben uyuyacaktım, baya hiç sevmiyorum gerçekten hiç sevmiyorum. Bir de bir şeyi dinlettiren şey bana göre daha fazla görsel, biz listening yapacaksak bile bir şeyin bize gösterilmesi gerektiğini düşünüyorum ben. Burada böyle durup bilmiyorum çok sıkıyor. [Actually, as my friends said, I was going to sleep in the listening part, I don't really like it at all, I really don't like it. Also, the thing that makes you listen to something is more visual content, I think something should be shown to us when we are doing listening. I don't know, otherwise I am just sitting here like this, and it is boring.] (Student 102)

Student 128 (Focus group 22), on the other hand, complained about the length of the video the instructor showed during the lesson. He/she said "Genel olarak verimli bir dersti ama ben şahsi olarak mesela video konusunda, üç dört dakikadan uzun videolar çok beni sıktığı için, bir o konuda sıkıldım. Onun dışında verimli bir dersti, eğlenceliydi" [In general, it was a productive lesson, but personally, I was bored about the video, as videos longer than three or four minutes bore me a lot. Apart from that, it was a productive lesson, it was fun]. Student 136 (Focus group 23)

expressed his/her particular dislike for role-play activities like the one they did during the lesson. He/she said “Role-play benim için biraz performansımı düşürücü geliyor. Ben öyle düşünüyorum çünkü bende biraz tahta korkusu var. Ondan dolayı role-play’lerde biraz sıkıntı yaşıyorum” [Role-play is a little bit decreasing my performance. I think so because I have a little fear of stage. That's why I have a little trouble with role-plays]. Another student, Student 134 (Focus group 23), from the same focus group also mentioned similar views: “Tahtaya çıktığımda doğaçlamayı çok iyi yapamadığım için o biraz benim motivasyonumu düşürdü” [When I got to the board, it slightly decreased my motivation, because I couldn't do improvisation very well]. It seems that the poor performance of Student 134 on the stage caused him/her to dislike the activity.

Another issue criticized by the learners was how a particular activity was handled by the instructor. Student 62 (Focus group 12) said,

> Bence o eşleştirme oyununu çok fazla gösteremedi, yani ben pek ilk başta alakasını anlamadım. Non-native ve native speaker’lar arasındaki […] farkı anlayamadım, tam olarak yansıtamadı. Onun yerine farklı bir şey olabilirdi çünkü yazılar falan da okunmuyordu. Ama oyunun mantığı güzeldi eğer daha anlaşılabilir olsaydı. [I think the instructor could not show the matching game much, so I didn't quite understand its relevance at first. I could not understand the difference between non-native and native speakers, the instructor could not make it explicit. It could have been something different instead, because the texts were not legible. However, the logic of the game was good if it was more understandable.] (Student 62)

One student, Student 5 (Focus group 1), mentioned his/her dislike for reading activities at early hours of the day, which was the situation with that particular lesson as well. He/she said “Ben açıkçası okumanın çok sıkıcı bir şey olduğunu düşünüyorum. Önemini inkar etmiyorum ama gayet sıkıcı bir şey, özellikle sabah ilk derslerde yapıldığı zaman gerçekten uyku modundan çıkamıyoruz” [Frankly, I think

reading is a very boring thing. I do not deny its importance, but it is very boring, especially when it is done in the first lessons in the morning, we really can't get out of sleep mode]. The only problem Student 5 seemed to have was with the timing of the reading activity in that lesson.

Finally, in two cases an activity was found difficult by the students. For example, Student 89 (Focus group 16) noted that "Ben bu metinle ilgili, onun da çok faydalı olduğunu düşünmüyorum çünkü hepimiz aynı aksana sahip olmamıza rağmen soruların çoğunu yapamadık […] Düşük bir metin olsa hani en azından anlayabildiğimizi fark ederdik." [Regarding this text, I don't think it was very helpful because we couldn't answer most of the questions even though we all have the same accent […] If it was a lower-level text, we would at least realize that we could understand it]. Here Student 89 draws attention to how the level of the text used in the activity did not match their level of proficiency, and therefore he/she could not benefit from it.

4.5.4 Practicing skills

The final theme regarding student evaluations of the lessons was labelled practicing skills because learner evaluations frequently focused on this aspect of the lessons without necessarily mentioning ELF. Therefore, this theme refers to the idea that the lesson created opportunities for learners to practice various skills, such as speaking, writing, reading, listening or vocabulary. The results reported in Section 4.3 also show that the lessons prepared by the instructors indeed had various activities aimed to practice language skills while maintaining an ELF perspective in the course.

Overall, practicing language skills was mentioned 49 times when evaluating the lessons in terms of their purpose or learning outcomes. The most prominent benefit mentioned by the students was vocabulary learning, which was followed by others such as practicing speaking, listening, writing or presentation skills. Inflected versions of the word “kelime” [vocabulary] or its English counterpart “vocabulary” appeared 37 times (students inserted English words into their speech), various versions of the word “konuşmak” [speaking] or its English counterpart “speaking” appeared 27 times, and various versions of the word “dinlemek” [listening] along with its English counterpart “listening” appeared 20 times within this category.

To illustrate, Student 107 (Focus group 18) said “Bu derste bilmediğim konuları öğrendim, bazı bilmediğim kelimeler bir de” [In this lesson, I learned about subjects I did not know before, and also some words I did not know]. Student 107 here referred to both the new concepts he/she learned and the new vocabulary items he/she mastered during the lesson. Student 1 (Focus group 1) said “Yapılan aktiviteler güzeldi. Orada yeni kelimeler de öğrendik” [The activities were good. We also learned new words there], and Student 122 (Focus group 21) said “Birçok kelime kalıbı öğrendim essaylerde kullanabileceğim” [I learned many word patterns that I can use in essays], both emphasizing the new vocabulary items they learned during the lesson.

On the other hand, Student 65 (Focus group 12) expressed that “Konuşmaya teşvik eden bir dersti, hatta listening de öğrendik” [It was a lesson that encouraged you to speak, and also we even practiced listening]. Student 106 (Focus group 18) said “Biz bunu zaman zaman yapıyoruz zaten. Hoca tartışın diyor sonra listening yapıyoruz. Yani açıkçası bana farklı konulardan biri gibi geldi. Buna benzer konularda da çok listening yapıp üzerine konuştuğumuz oldu B1, B2'de” [We do this

from time to time. The instructor makes us discuss, then we do listening. I mean, frankly, it seemed like just another different topic to me. We did a lot of listening and talked about similar topics at levels B1 and B2]. Here the student drew attention to how they practiced speaking and listening in that particular lesson, as they did in previous lessons. Similarly, Student 32 (Focus group 7) said,

> Bence bu ders dinleme ve konuşma üzerineydi, konuşmayı geliştirmek üzerineydi. Bana öyle geldi. Çünkü video izledik, hem İngilizce dinlemiş olduk, farklı aksanlarda da kelimeler öğrenmiş olduk. Ekstradan da hocanın sorduğu sorular ve grup aktiviteleri de zaten speaking'imizi geliştirdi. [I think this lesson was on listening and speaking, on improving speaking. It seemed to me so. Because we watched videos and listened to things in English, we learned words in different accents. Moreover, obviously, the questions asked by the teacher and the group activities improved our speaking.] (Student 32)

Still some others mentioned writing, for example, Student 124 (Focus group 21) said "Bu derste ben bir şeyler öğrendim bence, yani ben çok daha fazla essay yazmakla falan alakalı alıştırma yapmamıştım daha öncesinden" [I think I learned something in this lesson; I haven't practiced much about writing essays before]. Similarly, Student 18 (Focus group 4) said "Body partın yazılış sırasını, örneklerini ne zaman yazacağımızı daha önce de öğrenmiştik ama şimdi tekrar gibi oldu. Onun dışında birçok kelime öğrendik yine" [We previously learned how to order body paragraphs and when to write examples for the body part, but now it was like a review. Apart from that, we learned many words again]. Therefore, according to Student 18, they practiced writing and vocabulary during the lesson.

Some students made very specific comments regarding how they benefited from the lesson. For example, Student 8 (Focus group 2) said,

> Bu videolar bize çok yararlı olduğunu düşünüyorum ben şahsen çünkü biz şimdiye kadar hep altyazılı, özellikle Türkçe altyazılı izledik, ve ne kadar dinliyoruz gibi olsa da odağımızı altyazıya verdiğimiz için çok fazla

> duyamıyoruz bence. Direkt altyazıyı kaldırdığımız zaman bu bizim dinlememizi daha çok geliştiriyor. Benim düşüncem bu yönde. [I personally think these videos are very useful for us because we have always watched with subtitles, especially with Turkish subtitles, and although we seem to be listening, we can't hear much because we put our focus on subtitles. When we directly remove subtitles, it improves our listening even more. This is my opinion.] (Student 8)

In a similar fashion, Student 56 (Focus group 11) speculated that "Bence de toplum önünde konuşma, bir şeyler anlatabilme. Bunun gelişmesine katkı sağlamasını düşünüyor olabilir […] Diğer kurda da yapıyorduk böyle şeyler ve hoca gördü bizim ne kadar çekingen olduğumuzu muhtemelen" [I think speaking in front of the public, being able to explain something. Maybe, the instructor was thinking that it [the lesson] will contribute to our development, […] We were doing such things during the previous course and the teacher saw how shy we were, probably.]. Student 56 here drew attention to presentation and public speaking skills as the potential foci of the lesson.

This section concludes the results chapter. Now, the next chapter presents the interpretation of these results with the purpose of coming up with a set of suggestions for preparatory English education in HE institutions.

CHAPTER 5

DISCUSSION

This chapter presents a critical discussion of the findings reported in the results chapter. The order of the research questions followed a process-oriented approach to the phenomenon under investigation, starting with learner ELF awareness, which is then followed by instructors' conceptualization of ELF, instructors' in-class practices, instructors' evaluation of their experiences, and finally, learners' evaluation of instructor practices. Therefore, first, each of these foci will be addressed one by one, and then all findings will be discussed in an overall manner in order to frame the implications suggested within this research.

5.1 Students' ELF awareness and language learning aims

The rationale behind the first research question was to capture both how aware the preparatory school students were of ELF and whether their linguistic needs were more internationally oriented or native speaker oriented. A survey with two components was developed in order to collect data, and the results from the survey were reported in Chapter 4. Below is a discussion of the results regarding students' ELF awareness and language learning aims.

5.1.1 Students' ELF awareness

The results from the ELF awareness component of the student survey revealed that students were generally aware of the facts regarding lingua franca use of the English language. This was disclosed by their tendency to agree with the statements that signal higher awareness of ELF, and their tendency to disagree with the statements

that signal lower awareness of ELF. All differences were found significant in the t-tests, which means that all tendencies in the form of agreement or disagreement were most probably meaningful. The findings of this study regarding students' general ELF awareness are largely in line with the previous research which revealed ELF compatible views among university students studying or learning through English (e.g., İnal & Özdemir, 2015; Sung 2014a; Tsou & Chen, 2014), but incompatible with others which found stronger inclination towards native English among students (e.g., Galloway & Rose, 2013; Karakaş & Bayyurt, 2019).

To begin with, the respondents' opinions were in line with all the statements that present factual information about ELF, except one statement. The agreement was particularly strong with items 1, 2, 6 and 11. While Item 1 (The language in which I can express myself in international contexts is English) and Item 2 (English is important for communicating with people from different cultures) emphasize the international and intercultural characteristics of English, Item 6 (It is important to be intelligible when using English in international settings) and Item 11 (To be able to use English effectively, it is important to be intelligible) highlighted the importance of intelligibility, therefore communicative effectiveness in lingua franca settings. The respondents also prioritized communicative effectiveness over accuracy and using English like British or American native speakers by agreeing with items 12 (Being intelligible when using English is more important than using English like an American or British) and 18 (Being intelligible is more important than being accurate when using English). Previous studies in the Expanding Circle have also shown that undergraduate students usually attach more importance on communicative effectiveness and intelligibility rather than accuracy. For example, Galloway and Rose (2013) reported that Japanese university students in an ESP course valued

having non-native assistants because they saw effective communication skills as more important than nativelike performance. Tsou and Chen (2014) found that a large group of undergraduate university students learning English in Taiwan prioritized intelligibility over form. Similarly, İnal and Özdemir (2015) revealed that a group of undergraduate ELT students in Turkey appreciated communicative efficiency more than native speaker norms. Obviously, as in other studies with undergraduate students, English preparatory school students in this study are well aware of the international and intercultural roles of English and the higher importance of effective communication over NS norms.

In addition, the respondents showed an awareness of the importance of intercultural knowledge as revealed with their agreement with Item 5 (People with high intercultural awareness use English more effectively) and Item17 (English is important for learning about world cultures). They also showed an awareness of the role of their own culture by assigning high scores to Item 7 (People can reflect their own culture in the English they speak) when using English. The critical role of intercultural skills in *transcultural* settings was emphasized by Baker (2016). Since these students are preparing for EMI in an increasingly multicultural environment, it is important for them to be ready to deal with cultural diversity (Baker, 2016).

The respondents also displayed an awareness of other crucial aspects of ELF. For instance, they highly rated Item 8 (Interactions in English around the world take place mostly among second or foreign speakers of English), signaling that they know about the fact that NNSs constitute the majority of English users, and that they themselves belong to this group. Furthermore, the high ratings on Item 15 (People speak different varieties of English in international contexts.) and Item 20 (There are different varieties of English spoken around the world.) show that the students were

also aware of the diversified nature of English language and the different varieties used around the world today. Finally, the students were in the opinion that "Nonnative speakers of English have a role in changing the English language" (Item 21), lending evidence that they are aware of the fact that English language has become a global commodity, and therefore, everyone using it has a role in shaping and changing it. The fact that students tend to be aware that they are part of a language user group that form the majority of the English-speaking community today is probably in connection with their awareness of the diversity of English. Such self-awareness can make them realize that they, as ELF users, are influential in appropriating English language to the needs of particular linguistic situations (Pitzl, 2012; Seidlhofer, 2004).

Curiously, Item 16 (Nonnative speakers of English can add new words to English) was the only statement that is in line with ELF perspective and rated lower than the reference value of "3". Although the mean rating "2.72" was not much lower than 3, and although the highest standard deviation belonged to this statement, the difference was still significant, probably due to the large sample size. There might be two reasons behind the responses to Item 16. First, the students might have a weak awareness of the fact that the English language borrows many words from other languages, some of which have become internationally accepted and some are locally used. Locally used lexical items are a very common characteristic of nativized varieties of Englishes (Saraceni, 2015); however, the respondents in general might be unaware of that. Therefore, although over 37% agreed to this statement and 29% was undecided about it, the majority gave low ratings. The second potential reason is that the statement looked too sensational or bold to the respondents, and therefore, it was misunderstood. The possibility of this second

explanation should not be overlooked because the respondents tended to agree with Item 21 (Nonnative speakers of English have a role in changing the English language) which obviously carries a similar meaning to Item 16. It is possible that the respondents felt NNSs had a sort of role in changing English, such as different accents they bring to international settings, but changing by adding new words might have looked a little bit exaggerated for them. They might have thought that there is some room for endonormativity in terms of certain aspects of language such as accent, but they as NNSs are more exonormative in terms of lexicon. Indeed, NNSs' influence on changing lexical features of Englishes happen in many forms, such as coinages, derivations and semantic extensions (Galloway & Rose, 2015); however, the participant students' awareness of how Englishes differ is obviously restricted in this case, and this does not involve vocabulary.

On the other hand, the students tended to disagree on certain items in the ELF awareness scale, and most of these items carried a meaning that runs against the ELF understanding. For example, the low mean scores on Item 3 (People learn English to communicate primarily with native speakers) and Item 13 (Interactions in English around the world take place mostly among native speakers of English) show that the respondents are quite aware of the gravity of NNSs in terms of numbers (Crystal, 2003), and that they are more probable to interact with NNSs rather than NSs (Seidlhofer, 2011).

A further crucial point was that the students did not necessarily associate being a native speaker with proper use of English or vice versa, i.e., being a non-native speaker with broken or poor use of English. This was revealed by low mean ratings on Item 9 (Speakers of English as a second/foreign language use broken or poor English) and Item 14 (Native speakers of English always speak correct

English). This finding is quite interesting given that the previous research has shown that students tend to put a great value on NS proficiency (Galloway, 2013; Timmis, 2002). Students' involvement with international speakers in the preparatory school might be the reason that made them realize that there are other important features which make an English user's communication more effective. Another interesting finding was regarding ownership of the English language. Item 19 (Native speakers are the owners of the English language) turned out to be the lowest rated statement on this component of the survey with a mean value of 1.72. This indicates that the respondents generally thought English became a globally owned language rather than an exclusive property of native speakers (Widdowson, 1994).

The remaining two items on the scale were rated higher than the reference value of "3" although they contained faulty information about the use of English in international environments. The fact that the students tended to agree with Item 4 (People speak British or American English in international contexts (such as international conferences or the internet)) and Item 10 (People speak standard English in international contexts) shows that they have a misconception about how people use English in international and intercultural contexts. One might speculate that the students are not familiar with such contexts where English users from many different linguistic and cultural backgrounds interact with each other. However, the probability is weak here since the chances that the students at this age have not been in international environments (such as the internet) are really small, especially given that the university campuses host many international students, which cannot go unnoticed. A more likely explanation would be the fact that the students are not much familiar with different varieties of English beyond the mainstream British and American ones. Variety differences beyond accent (which is more easily recognized)

in form of, for example discourse, lexical or syntactic features might have gone unnoticed by the students. This might have led them to think that people speak a standard variety or a particular native variety of English in international contexts. Finally, it is also possible that the respondents expressed an opinion under some ideal circumstances. In this way, their ratings might be simply indicating the opinion that people should speak or people try to speak standard British or American English in international contexts. Previous research has shown that such idealizations of students might be a result of deep-rooted stereotypes (Sung, 2016). Therefore, this could be a reflection of the mainstream ELT and assessment practices where NS norms are highly valued regardless of how English is used as a lingua franca today (Jenkins, 2012; Seidlhofer, 2011).

Overall, responses to the first component of the survey revealed that the preparatory school students were quite aware of ELF, the fact that English has become a globally owned language used mainly by NNSs who are influential in changing and shaping it (Seidlhofer, 2004, 2011; Widdowson, 1994), and probably the fact that ELF users have their own strategic skills (rather than NS proficiency) to achieve efficiency in communication (Björkman, 2014; Mauranen, 2006).

5.1.2 Students' language learning aims

The second component of the survey revealed a general tendency to agree with the given statements. Given that most of the statements were ELF compatible aims, it can be inferred that the participant students generally had linguistic needs to be able to effectively function in ELF contexts. Besides, it was also found that the respondents were quite sure of their aims since the percentages of the responses on "agree" and "strongly agree" options were generally considerably larger than the

others. The mean ratings of the items were also confirmed by the significant differences revealed by the t-tests. All statements were rated significantly higher than the reference value. The extent of agreement was comparably small (but still significant) only with the items 7, 12, 15 and 23, with mean values below 4 and over 3, and with comparably larger standard deviations.

First, the respondents had a strong opinion that they should be able to effectively communicate in English with instructors from different linguacultural backgrounds (Item 3 and Item 22), friends with different L1s (Item 1), and people from any cultural or linguistic background in the larger sense (Item 17 and Item 21). The target interlocutors here exemplify typical ELF situations in HE context. Furthermore, the respondents also thought that they need to be able to communicate with native speakers of English (Item 8 and Item 13) and people from British or American culture (Item 20). This shows that they did not exclude native speakers from their target interlocutor group, although usually native speakers are physically represented to a very limited degree in the Turkish HE institutions. This indicates that the respondents are aware of the possibility that English users from any circle (Inner, Outer or Expanding) can be their future interlocutors. Such inclusive and egalitarian understanding of English users is the underlying philosophy of ELF and is specified in its definition (Mauranen, 2018a; Seidlhofer, 2011). The inclusive aims of the students in terms of their future potential interlocutors also implies that they are conscious of the multilingual characteristics of ELF interactions since NNSs of English have at least two languages in their repertoire (Jenkins, 2015a). The students wish to understand and be understood by a wider group of English users, which makes being familiar with different ways of using English an advantage for them (Sung, 2016). Finally, the fact that the respondents valued the ability to communicate

with English users from different cultural backgrounds – including the inner circle ones – means that the students are also aware of the multicultural characteristics of their future English interlocutors, and thereby of the fact that ELF is a multilingual and multicultural practice (Baker, 2009; Jenkins, 2009).

Second, the participant students generally had a concern about being intelligible when they interact in English with, not only native speakers, but also with international speakers. More specifically, they indicated that they should be intelligible when interacting with people from different linguistic backgrounds (Item 4), making presentations to audiences who have different L1s (Item 6), and writing in English for international audiences (Item 19). Especially the statement "I should be intelligible when I speak in English to someone whose mother tongue is different from mine" (Item 4) turned out to be the highest rated item on the scale, implying that the students valued this linguistic aim more than the others. This evidently supports Canagarajah's (2007) proposition that language users in ELF contexts adjust their language depending on the characteristics of the situations in order to achieve the highest level of intelligibility. The priority of intelligibility for ELF users has also been emphasized by other scholars as well (e.g., Bayyurt, 2018; Dewey, 2012). This is because referring to a singular set of norms cannot sufficiently respond to the needs of learners who are preparing for multilingual environments (Dewey, 2012).

Moreover, the respondents also aimed to effectively use English in various international academic contexts in the larger sense. For example, they tended to agree that their English skills should enable them to follow international conferences (Item 2), follow academic resources produced by authors from different national and cultural backgrounds (Item 5), participate in international research projects (Item 9),

receive undergraduate or graduate education abroad (Item 10), follow the internet content produced by international people (Item 11), succeed in professional life (Item 14), follow developments around the world in their undergraduate area (Item 18), and participate in international exchange programs (Item 24). Most of these aims might seem common sense in the first look, but are indeed typical ELF environments, and obviously, the respondents attach high importance to being effective communicators in these environments. The increasing number of international students and staff make EMI-offering HE institutions multilingual and multicultural places (Murata, 2019; Smit, 2018), and NS norms cannot sufficiently meet the needs of ELF users who have to achieve complex communicational tasks in academic situations such as the ones indicated in the above statements (Jenkins, 2014). The language needs indicated by the students here clearly requires a more global approach to English language teaching.

Finally, the results also showed that the students had some NS-oriented language aims. When we look at the individual statements, the respondents tended to agree that they should have a native-like accent (Item 7), learn standard English in order to communicate effectively (Item 12), learn about British or American culture in order to use English more effectively in international situations (Item 15), be able to write like a native speaker when writing assignments, essays, etc. (Item 16), and be able to use English like a native speaker in the more general sense (Item 23). These statements, except Item 16, were generally rated lower than the others. Item 7 turned out to be the lowest rated statement on the scale. However, in the end, the fact that the students generally gave high ratings to these items imply that they put high value on NS-like language performance, and they see NS proficiency as a target to achieve in certain situations. This, obviously, did not mean sidelining NNSs for the

participants, since the students had language aims to effectively communicate with international audiences as well. It seems that students are well aware of their linguistic needs in international academic environments, and that they need to deal with other ELF users in such environments; however, they also think that NS benchmark is the key to achieve communicative efficiency in their context. These results confirm Cszier and Kontra's (2012) finding that although ELF has an influence on learners' beliefs and learning aims, the influence of native English is more salient. The reason behind this situation might be the fact that students are usually exposed to a highly NS-based language education and they prepare for NS-based language examinations which are a really big deal for preparatory school students. Therefore, since they are usually presented with NS models as good examples, it is natural that the students want to conform to NS norms for their immediate educational aims (i.e., passing the English tests). The accepted proficiency tests to exit preparatory schools are almost always NS-based, even though being compared to NSs is neither just (Jenkins, 2014) nor necessary (Kuteeva, 2020). The students are offered a language preparation program and assessed accordingly as if they would be in an L1-English dominant environment in their departments. What happens indeed is usually just the opposite of that. Actually, a number of studies in the university context have shown that students tend to develop a more global view of English as they engage in more ELF communication (Kaypak & Ortaçtepe, 2014; Ke & Cahyani, 2014; Sung, 2018; Wang & Jenkins, 2016).

On the other hand, despite the general agreement, the fact that Item 7 "I should have a native-like accent when I speak English" was the lowest rated item shows that the students are less attached to NS models in terms of accent as opposed

to other aspects of language, such as using accurate forms when writing. This might also be indicating that the students generally think certain aspects of language (manners of pronunciation) as less easy to master with reference to NSs, and therefore value intelligibility more than nativelike pronunciation. This makes sense given that being intelligible to other English users is a more urgent need in their context than having a nativelike accent. It is also possible that the respondents are less strict about different accents since they are familiar with at least their international friends' and instructors' accents. This experience in their immediate environment might make them more tolerant of the diversity of Englishes (Sung, 2018). Previous research in the Expanding circle contexts has revealed that students might even see exposure to different varieties of English as an advantage to become familiar with those varieties (Galloway & Rose, 2013; Sung, 2016).

The first component of the survey which disclosed that learners had an awareness of the lingua franca role of English largely confirms and justifies the results in this second component. It is expected that as the students are more conscious of lingua franca English, they will also better realize their linguistic needs in that respect and more appreciate improving themselves as an ELF user. The second component of the survey revealed that the students are highly aware of their linguistic needs in the international HE context where English is used as the medium of instruction, but this awareness does not necessarily mean that they were able to get rid of the synthetic prestige attached to linguistic and cultural NS norms. Given that also the previous research in the Turkish HE context has shown that students usually have instrumental motivations to study in EMI programs (British Council & TEPAV, 2015; Kırkgöz, 2005; Macaro & Akıncıoğlu, 2018), the ELT practices carried out in language preparation programs should respond to these needs in increasingly

multilingual contexts, and focus on equipping students with adaptive communicative skills for successful ELF interactions rather than teaching how to better imitate NSs (Seidlhofer & Widdowson, 2018, 2020).

5.2 Instructors' conceptualization of ELF and ELT relationship

In order to examine how the instructors understand ELF and how they relate it to their English language teaching practices, they were interviewed following the ELF education and the three-lesson teaching experience they went through. The analyses of the data revealed five themes regarding their conceptualization of ELF and ELT relationship. Each of these themes is critically addressed below.

The first theme concerned the nature of the ELF concept. The idea that ELF was a frame of reference was strong among the participants, and this idea was sometimes postulated as opposed to the misunderstandings that ELF is a method of language teaching or ELF is just another topic to cover. This shows that instructors were able to develop a quite sophisticated understanding of ELF, and avoid common misunderstandings. The overarching idea was that irrespective of the target skills or the content to be covered in the lesson, it was possible to have this perspective as a philosophical stance. "It's like a philosophy of teaching English" says Instructor 6, and "ELF is not the concept to teach for me, that's a way of approaching my teaching." says Instructor 2. The fact that the instructors developed this kind of understanding implies that they did not have the misconception that ELF was another variety of English (Jenkins, 2012). On the contrary, the understanding of ELF they developed over the course of online education and lesson designing processes was in line with what many ELF scholars have put forth, i.e., ELF is a way of conceptualizing English language rather than a particular way of using language

(Dewey, 2007; Rose & Galloway, 2019; Sifakis, 2019). For example, Sifakis (2019) suggests that ELF can be used as a critical approach to mainstream teaching practices, materials, assessment and educational policies. Bayyurt and Selvi (2021) also talk about ELF and GE paradigms as a set of overarching principles rather than a teaching method. Similarly, the instructors in this study saw ELF as a frame of reference when designing lessons and materials for their learners.

The second theme was that it is important to have an ELF understanding in language teaching because this is how English is mostly used today. Therefore, this second theme particularly concerned the necessity of understanding ELF in their teaching context, without necessarily mentioning how this can be achieved. The critical role of ELF in ELT has been a major topic of discussion in ELF literature for about two decades (Bayyurt & Akcan, 2015; Bowles & Cogo, 2015; Dewey, 2012; Jenkins, 2006a; Seidlhofer, 2011). However, although ELF scholars emphasized the importance of ELF perspective in language pedagogy for many years, they avoided providing clear-cut blueprints about how to achieve it, and left the decisions to teachers when it came to determine how ELF is relevant in their context and to what extent (Jenkins, 2012). For example, taking into account how much attitudes of teachers and linguistic needs of learners might change across contexts, Bayyurt and Sifakis (2015a) suggest teachers critically think about how ELF-aware teaching would be helpful for their particular learner groups and how much they could achieve in their particular teaching environment. All in all, this idea of the instructors shows that they are conscious of the relevance of ELF in their own teaching context, i.e., the academic context where English serves as the medium of instruction, and where they function as a guide for learners to develop skills to successfully operate in this environment. Therefore, this theme also implies that the instructors are aware of the

increasingly multilingual nature of higher education context where English is used as the academic lingua franca (Dafouz & Smit, 2020; Mauranen, 2012; Murata, 2019). This is especially critical because the attitudes of teachers are influential in accepting ELF as the appropriate conceptualization of the medium of instruction in international HE (Jenkins, 2007).

The above discussion, of course, does not mean that the participant instructors in this study did not have any ideas about why an ELF approach in ELT is important and how to achieve it. The instructors seemed quite sure about the necessity of the ELF approach in teaching in terms of multiple aspects including teacher education, materials and institutional policies. Take, for example, the words of Instructor 5 who said "we need to change our language education policy; we need to inform teachers about ELF aware language education […] books and other in-class materials should be designed with a more global understanding". Obviously, she is aware that there are particular ways to integrate ELF understanding in their ELT practices, and this is not one stakeholder's job. She knows that the integration requires a systematic collective effort, which involves teacher educators, policy-makers, and materials developers because NS ideology lingers among all the stakeholders of HE (Jenkins, 2014). Many scholars have drawn attention to the roles of different stakeholders to change the established ways of conducting ELT with reference to privileged standard native varieties, for example, regarding teacher educators (Bayyurt & Sifakis, 2015a, b; İnal & Özdemir, 2015; Llurda & Mocanu, 2019; Vettorel & Lopriore, 2017), materials developers (Gimenez et al., 2015; Guerra, et al., 2020), policy makers (Kirkpatrick, 2012; Smit, 2018) and language testers (Jenkins, 2006b; Shohamy, 2019).

The third theme regarding the instructors' conceptualization of ELF and ELT relationship was that ELF understanding empowered learners. This theme involved three categories that framed the ways in which the instructors saw ELF as an empowering approach. These were as follows: i) It raises the awareness of how English is used internationally, ii) it gives students higher motivation and confidence, and iii) it engages students in critical thinking.

The rationale behind empowering students by raising their awareness is that it gives learners the opportunity to see how people communicate in actual life, as opposed to the synthetic linguistic models and linguistic contexts they are usually exposed to during their instruction (Seidlhofer, 2011). Instructor 4 puts it succinctly when she says that being more aware of ELF "would prepare them [learners] for-real life". What is meant by real-life is explained by another instructor, Instructor 9, who says "in our institution we have teachers coming from different nations.", and therefore, she adds "I think it does help, providing multicultural materials might help." Preparing learners for real-life, then, does not mean preparing them for contexts where everyone uses English according to native norms, but rather, it means preparing them for their immediate academic environment where they need to interact in English with their friends and instructors from diverse linguacultural backgrounds, and also similar future contexts where they will need to interact with other NNSs (Murata, 2019). This also concerns how ELF users tackle communication problems in academic contexts. Previous research has shown that they resort to a number of pragmatic strategies in order to avoid communication breakdowns and repair misunderstandings (Björkman, 2014; Kennedy, 2017). Therefore, the more familiar the students are with different ways people use English

and different strategies people employ for effective communication, the better equipped they will be in their departments.

The idea that an ELF-aware approach gives students higher motivation and confidence is a result of increased student awareness, i.e., realizing that it is not necessary to compare themselves to NS monolingual models (Seidlhofer & Widdowson, 2018). Multilingual users of English cannot be considered as "deficient native speakers" (Cook, 1999, p. 195). The instructors explained that once the students realized it was okay to be themselves (as opposed to mimicking NS models), they felt more relaxed and motivated to participate in classroom interactions. Take, for example, Instructor 1 who says that "this process [ELF-aware teaching] will help students realize that […] they can do that". This implies that the students were normally reluctant to take part in classroom activities in at least some cases. Once they realized being nativelike was not necessary or sometimes even irrelevant for effective communication, they might have embraced their own English and felt more confident with their linguistic performance (Kohn, 2018). Another instructor observes how her students realize that NNSs of English can use the language effectively. Seeing successful ELF users as role models, the students possibly thought that there was no one set of norms that could guarantee effective communication, and felt they could claim more ownership in this language (Kohn, 2015). Also, they possibly realized that there was no need to feel bad because they could not conform to the formal and cultural norms of a particular group of English users, and that negotiation of meaning was more important than NS-like performance (Galloway & Rose, 2013). Giving priority to content over grammatical accuracy might be effective in boosting learner confidence in their language use (Yalçın et al.,

2020). This argument was indeed confirmed by the students themselves during focus group interviews which will be discussed in the penultimate section of this chapter.

Critical thinking was seen as another way in which ELF empowers students. The idea was that when students are taught with an ELF point of view, they are encouraged to critically think about the language and their learning process. This kind of conceptualization of ELF is also in line with the fact that the instructors saw ELF as a frame of reference. For instance, Instructor 1 saw ELF awareness as a higher order thinking skill. Critical reflection was seen as a major aspect of ELF awareness by Sifakis and Bayyurt (2017). Later, Sifakis (2019) proposed that ELF awareness might be conceived as having three components, which require a critical awareness of what implications ELF have on the language, teaching practices, and learning. This implies that ELF-aware language teaching could be conceptualized as an extension of critical pedagogy, i.e., reconsidering ELT practices in a broad sense from not only educational but also social, historical, and political aspects (Pennycook, 1990). In a similar line, GELT, which shares similar assumptions with ELF-aware pedagogy, encourages questioning power relations and why certain varieties are prioritized over others (Rose & Galloway, 2019). For example, Derince (2016) investigated how critical pedagogy was employed by instructors in certain ways to encourage a group of students in an English prep school to question established ELT practices. The researcher did not necessarily connect her findings to ELF, but she found that students developed a more critical perspective as a result of their critical learning process, and became more aware of how ideologies were reflected in, for example, textbooks. Moreover, when exposed to varieties of WE, students developed higher awareness of how NNSs were discriminated against based on their linguacultural background (Derince, 2016). Such critical thinking processes

with regard to the English language are a vital aspect of ELF-aware pedagogy and EMI in multilingual contexts (Baker, 2021; Bayyurt & Sifakis, 2015a), and these processes are not necessarily attached to particular types of language teaching materials or methods.

The fourth theme regarding ELF and ELT relationship concerned how ELF can be incorporated into pedagogical practices. The instructors concentrated on three potential ways of achieving this, which were i) familiarizing students with different varieties and cultures of English, ii) giving priority to content and intelligibility over accuracy, and iii) providing direct information about ELF.

The fact that the instructors emphasized the importance of familiarizing students with different varieties and cultures by exposing them to the diversity seems to emanate from concerns of authenticity, namely, a realistic representation of English as it is used globally. In other words, the instructors highly valued presenting students with authentic language users and linguistic contexts. This way, students were expected to gain higher awareness of the global uses of English, and also to develop a stronger sense of respect towards diversity. For Instructor 4, for example, “the best thing to do for now is raising their awareness to the many varieties in the world”. It seems that she thinks this will be an appropriate first step to bring an ELF understanding in her classroom, and also a good way to introduce diversity. Any attempt to make students more aware of the diversity of English users is compatible with the variable and multilingual nature of international communication, which is core characteristics of ELF (Jenkins, 2015a; Mauranen, 2018b).

The instructors tended to think that ELF integration by introducing diversity responded to the real-life needs students. They drew attention to the importance of

presenting examples from the environment they live in. Therefore, they saw introducing diversity as a good way to prepare students for the multilingual EMI environment. In this way, students might become more familiar with the multilingual environment they are in, the different roles English plays in these contexts, and the interplay between English and additional languages of speakers (Baker, 2021). Similar ideas were also voiced in relation to integrating intercultural elements in the lesson. This shows that there is a clear concern for inclusivity and intercultural communication. The instructors think that raising intercultural awareness of students is a useful way to accept and welcome individuals from different backgrounds. Intercultural awareness has been highlighted as an important competence in multicultural EMI contexts (Baker, 2016, 2021; Bayyurt et al., 2019; Hori, 2018).

A meaning-oriented approach was seen as the second way of ELF integration by the instructors. The instructors thought that prioritizing communicative competence over accuracy could be a good way to teach with an ELF point of view. This perspective of instructors is in line with the survey finding that the preparatory school students also placed a high value on intelligibility in international academic contexts. The participating instructors connected their view largely with language assessment. Instructors usually explain how they usually focus on form when they actually do not need to do so, and how this would not be appropriate from an ELF point of view. Therefore, there is a process of gaining awareness. The instructors realize how content is usually given a secondary importance for the sake of formal features of the language. One of the instructors even expressed that they should reconsider assessment under the light of ELF, and referred to mutual intelligibility as the criterion for student achievement. The previous research has shown how ELF users prioritize communicative efficiency and content over other features of

communication (Seidlhofer, 2018). They for example achieve this by employing communicative strategies in academic EMI contexts, which include repetitions, clarifications, and asking questions among other things (Björkman, 2014; Mauranen, 2006, 2012). Recently, teacher attitudes that prioritize communicative efficiency over accuracy have also been found by other studies (Dewey & Pineda 2020; Karakaş & Bayyurt, 2019; Sahan, 2020). This might be indicating that the attitudes towards English as the common language of multilingual academic contexts are changing in favor of ELF understanding.

Giving explicit information about ELF was the final ELF integration mechanism mentioned by the instructors, though this was less pronounced than the first two. Three of the instructors mentioned this way of ELF integration as a potential useful tool in their classrooms. Explicit reference to ELF was found to be a highly preferred way of integrating ELF in lessons in Kemaloğlu-Er's (2017) study. Some pre-service teachers in her study found this strategy a viable and useful way to raise awareness of their students during their practicum and peer teaching sessions (Kemaloğlu-Er, 2017). Explicit discussion about ELF is also regarded as teaching about ELF by Hino (2018a), as opposed to the other ways of integrating ELF, which are considered teaching in line with ELF.

The final theme concerned the liabilities of ELF. Although not as prominent as the previous four themes, the instructors mentioned several factors to consider under this theme when designing and delivering ELF-aware lessons. These factors were the high validity of standard conventions, potential misunderstandings among students, higher appropriacy of verbal skills to integrate ELF in lessons, and the proficiency level of students.

The total five references to the validity of standard conventions could be seen as an expected concern, given that the instructors working in language preparatory schools usually have test oriented goals. Although they are seemingly expected to prepare students for their departments where they will receive EMI, their mission is usually reduced to preparing students for the tests. As also previously indicated, these tests, such as IELTS and TOEFL, are highly NS-based (Jenkins, 2014, 2020). Therefore, the concerns of sticking to standard varieties for the sake of assessment is quite understandable. For example, this seems to be a kind of balance to achieve for Instructor 9 who explains how she wants to be tolerant towards mistakes in student writings, but also feels that she has to stick to norms to a certain extent. Another instructor mentions that there is a need to form criteria regarding how to assess competence in ELF. Overall, it seems that the instructors were ready to be more tolerant of deviations from standard norms in the case of lessons or homework, but they were worried that the same attitude would not be useful in the case of assessment. Testing of English language proficiency has long been shaping language education in the form of washback (Jenkins, 2006b). Better assessment tools to respond to student needs should be developed (Newbold, 2015, 2018). In EMI contexts, students' linguistic aims and ideologies can be manifold and be shaped by various factors (Kuteeva, 2020); however, the central role of testing in English prep schools of Turkish universities is undisputed.

Four times the instructors warned against potential misunderstandings in the classrooms, particularly in relation to the presentation of different varieties as audiovisual materials. One reason seems to lie in the fact that the students might easily make fun of certain varieties and offend each other, and the other one is creating an unintentional hostility towards native varieties. If students develop such

misunderstandings, this would be an unfortunate deviation from the aim of the instructor who only intends to raise an awareness of global Englishes. In order to avoid such an unintentional situation, the instructors need to be well familiar with the characteristics of their students, and the linguistic and cultural composition of the classroom. Bayyurt and Sifakis (2015a) suggest that teachers, after educating themselves about ELF, should try to learn about their students' attitudes and beliefs regarding English language and its use as a lingua franca, and then experiment with activities in the next steps. This way, it is possible to avoid pitfalls of directly exposing students to various varieties. Students' language learning aims are a major determining factor in deciding which variety or varieties are appropriate candidates (Matsuda & Friedrich, 2012). The lessons should be shaped based on contextual circumstances and the needs of students, and furthermore, teaching in line with ELF should not automatically mean rejecting what students have been accustomed to, i.e., the EFL approach (Bayyurt & Sifakis, 2015a).

The instructors made four references to the suitability of ELF to teach verbal skills as opposed to non-verbal skills. The idea was that speaking and listening activities were more readily available and easier to design when compared to writing, reading or grammar. This was also confirmed by the actual teaching practices of the instructors who opted more for verbal activities when designing and delivering ELF-aware lessons. ELF-aware teaching practices usually concentrate on spoken language (Bayyurt & Sifakis, 2015a). This is mostly because there is less place for variability in writing; moreover, as opposed to writing, verbal interaction is mutual in the sense that it is both productive and receptive (Seidlhofer, 2001). In her discussion of why spoken language was more suitable to study academic ELF than written language, Mauranen (2012) explains that ELF is more relevant to speaking because joint

construction of meaning between ELF users happens during verbal interaction, and ELF is not codified in a written language form. Moreover, Mauranen (2012) adds, most of the interaction in an academic environment takes place in spoken form, for instance when we think of lessons, seminars, meetings and many other things that students and instructors need to deal with in and around the campus. However, recent publications provide example lesson designs that are not restricted to verbal skills when integrating ELF in classroom activities (Hino, 2018a; Matsuda & Duran, 2012).

Finally, three times the instructors mentioned proficiency as a factor to consider when preparing lessons with an ELF point of view. This concern implies that students cannot handle diversity and fluidity in earlier stages of their language learning process. Proficiency has not been empirically addressed in relation to ELF until now; however, the concern that ELF might create confusions for lower proficiency students was also mentioned in a previous study by Sung (2016) who suggested that exposure to different varieties might not be appropriate until a certain level of proficiency. In the current study, this view could be a result of a misunderstanding on the instructors' side. The aim, of course, is not to teach multiple varieties, but rather, to interpret ELF research so as to equip learners with skills required in multilingual environments (Baker, 2016). In fact, Matsuda and Friedrich (2012) suggest that it is not wrong to depend on a widely accepted variety as the primary model; however, presenting students with a variety as if it was the only acceptable one would be wrong. Therefore, irrespective of their students' level of proficiency, instructors might critically evaluate the materials at their disposal and present the language in a way to show students that people from any linguistic background can successfully use English to communicate with each other, and that

being nativelike is not a prerequisite for effective communication (Siqueira, 2015). As Llurda and Mocau (2018) put it,

> Examples of academic lingua franca uses of English should be instrumental in shifting teachers' attention from formal aspects based on educated NS resemblance to elements of communicative effectiveness in academic contexts, thus placing more value on content and clarity of exposition than on degree of similarity with the NS models. (Llurda & Mocau (2018, p. 186)

Therefore, when instructors look through critical ELF lenses, they do not really need to teach ELF as something extra, or confuse their students with multiple varieties. Instructors' critical attitudes regarding content, intelligibility and accuracy can implicitly tell students to what extent their compliance with NS norms is important or not.

5.3 Teaching preferences of the instructors

The tendencies of the instructors in their teaching practices were revealed based on classroom observations, lesson plans and teaching materials. The observed lessons were approached from three dimensions, which were the preferred methods of teaching ELF (Hino & Oda, 2015; Hino, 2018a), the aspects of ELF, and the language skills.

Regarding the first dimension, the results indicated that the instructors resorted to all five ways of teaching ELF defined by Hino and Oda (2015), and Hino (2018a). However, there was an obvious tendency to use two of them more than the others. These were teaching about ELF and exposing students to the diversity of ELF. This finding confirms what instructors thought about how ELF should be integrated in ELT during the semi-structured interviews. In other words, they largely put what they thought into practice. The heavy reliance on teaching about ELF might

be seen as something expected because it is probably the first thing that comes to mind when attempting to design ELF-aware lessons (Hino, 2018a). However, this method's popularity in the current study could be also emanating from its practicality in the sense that the instructors could easily fit it in their existing agenda. The design of the textbooks the prep classes usually follow encourages practicing a combination of skills by focusing on themes such as environment, music, or the internet etc., or a topic such as life of a celebrity, culture of a particular group of people or the story of a fictional character. Therefore, the instructors found it practical to replace an existing theme or topic in the textbook with the concept of ELF. This way they could easily design activities in the form of, for example, read a text about the lingua franca role of English, and respond to some critical questions based on the text, or watch how an ELF speaker uses the language on YouTube, and have a group discussion based on it. That is why one of the instructors explicitly states that teaching about ELF was more feasible and applicable in her context of teaching because she could easily add a new discussion to the contents of the textbook.

The explicit integration of ELF in teaching (Kemaloğlu-Er, 2017), therefore, could be a useful mechanism for language instructors in prep schools since the instructors usually are not responsible for covering a content in the traditional sense, but instead, they are responsible for guiding students to practice linguistic skills with the help of the themes in the textbook. As the findings here suggest, replacing or adapting the themes and topics is quite manageable, which makes teaching about ELF a practical option to raise student awareness.

Exposing students to the diverse English users was also preferred to a high degree in the practices of the instructors. This tendency is again a direct reflection of the instructors' ideas about the ELF-ELT relationship. As also previously indicated,

the instructors believed that exposing students to diverse English users from different cultures was an important way to raise students' awareness regarding the multilingual context they would experience in their department or after their university education. Variability in English and the multilingual characteristics of language users are the core characteristics of ELF (Jenkins, 2015a; Mauranen, 2018b). Therefore, the instructors wanted to reflect these characteristics of ELF by exposing their students to different ways people use English. This is in line with the suggestions of many ELF scholars who have drawn attention to the importance of preparing students for multilingual contexts by raising their awareness to variability, and thereby helping them develop the required competences to function in such environments (Bayyurt & Selvi, 2021; Dewey, 2012; Llurda & Mocanu, 2019).

Content based approach to ELF was also used, though to a lesser degree. As previously indicated, in English prep classrooms, the main focus is usually on skills rather than a particular content. Therefore, this approach could be more appropriate in the departmental content courses where English serves as the medium. Nevertheless, in a few cases, the instructors chose to shape their lessons around a particular content, put the emphasis on negotiating meaning, and gave linguistic accuracy secondary importance. Previous studies have also shown that teachers' attitudes towards linguistic errors might be changed as a result of gaining ELF awareness (Kemaloğlu-Er, 2017; Sifakis & Bayyurt, 2015). Moreover, the usefulness of focusing on a content in the course of supporting students' ELF competences was discussed by Hüttner (2018) and Yalçın et al., (2020) who propose CLIL (in which linguistic development is supported while at the same time focusing on a particular content) as a potentially useful language teaching method in line with ELF principles. Similarly, focusing on global Englishes, Tardy, Reed, Slinkard and

LaMance (2020) employed a content-based approach in an academic writing course, and encouraged students to critically approach language norms by addressing topics such as WE and language variability. Likewise, the instructors in the current study proved that a content-based approach could be a viable option to raise ELF awareness of prep school students. This approach is also closely in line with what students will experience in their EMI courses where the primary focus will be on content (Tardy et al., 2020). Furthermore, this also signifies that EMI contexts, where meaning negotiation is usually prioritized over accuracy, could be exploited to improve ELF competences (Hino, 2018a).

Participation in the community of ELF requires authentic situations where students can interact with other ELF users for real purposes (Hino, 2018a). This obviously can take place not only in ELF contexts outside of school, but also in a multilingual classroom context (Hino, 2018a). In the two cases where instructors resorted to this approach, the instructors took advantage of the international students in their learner groups. They created activities in which students needed to achieve an authentic task by communicating with their friends from different linguistic backgrounds. For example, in Sample Lesson 5, the students were assigned the task of explaining what they understood from a given word to the whole class with students from different countries. The students had to employ some pragmatic strategies when making explanations to their friends, and the instructor later drew attention to these naturally used strategies by the students. Since the task has an authentic purpose, and such explanations among ELF speakers are quite probable in real-life, the students have an authentic ELF experience (Hino, 2018a). This finding shows that multilingual characteristics of the classroom could be utilized when practicing ELF skills. Participation in the ELF community in the form of such

interactions is probably the best way that reflects the EMI context the students are getting prepared for.

Finally, role-play was employed by only one instructor who designed an activity to practice communicative strategies commonly used by ELF speakers. In this lesson, the instructor created a task in which the students could practice particular types of strategies in the form of scripted dialogues. It seemed that the instructor wanted to make students aware of the strategic options when they face a communicative difficulty in multicultural contexts. Given the increasingly multicultural composition of Turkish universities, preparing students for multicultural EMI contexts is critical (Baker, 2016). However, the fact that only one instructor employed role-play is, indeed, surprising given that role-plays are quite suitable for practicing ELF interactions. The reason might be the fact that students in prep schools are not accustomed to role-play activities on the stage in order to practice speaking skills. They focus more on other skills because the proficiency exams of universities (including the ones in this study) do not test speaking. Most of the students prefer taking in-house exams of the institutions rather than international exams. This argument was confirmed by some students during the focus group interviews. Some students expressed their discomfort regarding on-stage classroom activities. Therefore, the instructors probably avoided role-plays because they were familiar with their students' characteristics, and predicted the kind of activities the students would disfavor.

The second dimension, aspects of ELF, turned out to have five categories. They were named i) plurilithic nature of ELF, ii) central role of intelligibility iii) ownership, iv) cultural awareness, and v) communication strategies. The formation of these categories was inspired by Gimenez et al.'s (2015) way of analysis with

reference to a set of key ELF aspects addressed in teaching materials. Overall, the results of this set of analysis indicated that the instructors focused on the first three of these aspects considerably more when compared to the last two. The more preferred first three, i.e., plurilithic nature of ELF, central role of intelligibility, and ownership issues, were addressed with a variety of methods discussed regarding the first dimension (the framework for methods of integrating ELF). For example, the plurilithic nature of ELF was addressed through explicit discussions about varieties of English (teaching about ELF), exposing learners to the diversity, and also the content-based approach. The issues of cultural awareness and communication strategies were concentrated on to a lesser degree.

The findings generally imply that the instructors were able to appreciate multiple aspects of ELF and saw them relevant to their teaching context to varying degrees. This finding is quite important, because, although previous studies have reported that teachers gained deeper insights into the various issues regarding ELF as a result of their learning and teaching experiences, they had to deal with contextual constraints and struggled with personal dilemmas about ELF (Bayyurt & Sifakis, 2015a). This is the first time the instructors were able to implement their ideas in their classrooms without such concerns, and more confidently in their decisions and actions. The instructors were able to focus on the diversity of English varieties beyond native British and American ones, and they were able to focus on the ownership of English by emphasizing that ELF users, and thereby the students themselves, are legitimate users of the language. Furthermore, they were able to raise their students' awareness regarding fluid nature of cultures, the importance of intercultural awareness and the pragmatic strategies ELF users resort to in international contexts. More importantly, they were able to highlight the pivotal role

of intelligibility for communicative efficiency. All these indicate that the instructors were able to interpret what they read and discussed during the online education into practical teaching for their learners. The fact that they were able to appropriate these ELF aspects according to their students' characteristics and take advantage of the materials at their disposal shows the importance of instructors' agency in deciding which aspects of ELF are relevant to what degree for their particular context (Jenkins, 2012). The instructors in this study were open to and interested in the ELF concept at the beginning, which might have facilitated overcoming the obstacles on the way to align their teaching with ELF principles. This finding also implies that English language instructors and teachers should be introduced with the principles of ELF-aware language teaching at an early stage of their career, for example during pre-service education (Dewey & Patsko, 2018; Suzuki ,2011).

The four main skills (speaking, listening, reading and writing) constitute the third dimension in this study since the courses are usually categorized based on skills in English prep schools of universities. Therefore, the instructors' preferences of combining certain skills with various aspects of ELF via different methods in their lesson designs could yield useful information about potential ways of integrating ELF in ELT for EMI contexts. In line with what instructors reported regarding the suitability of ELF for practicing verbal skills, the results in this section indicated that the instructors incorporated ELF more with speaking and listening activities. Although to a lesser extent, the instructors also practiced writing and reading skills with the activities they designed. Similar to Tardy et al.'s (2020) study in which the content was utilized to stimulate critical thinking via reading and writing activities, the instructors in this study also drew on ELF-related topics in writing activities to induce critical reflection and discussion. Most of the time, the skills were focused on

in an integrated manner, for example, in the form of “listen and speak” or “read and discuss”. Curiously, reading was the least frequently focused skill among the others. One would expect, for example, reading as a useful way to inform students about certain concepts and ideas regarding ELF, and thereby encourage critical thinking (Tardy et al., 2020). However, it turned out that the instructors tended to prefer verbal discussion activities to ignite critical reflection. The limited utilization of reading might be a result of the fact that the instructors predicted what kind of activities their students would or would not like. This was confirmed by what students reported regarding the lessons, because on multiple occasions, they expressed how they did not like in-class reading activities.

On the other hand, the fact that speaking and listening were more preferred skills might be simply reflecting the nature of ELF communication. As also previously indicated, ELF is better captured in verbal interactions in which users are both productive and receptive (Mauranen, 2012; Seidlhofer, 2001). Moreover, the majority of the resources that could be used in the lessons are based on verbal speech, for example the available corpora (e.g., VOICE, ELFA), the online archives of English accents, and all other audio or video streaming websites open to the public. For instance, referring to Smith and Nelson’ (1985) categorization for stages of intelligibility, Hino (2018a) suggests that listening activities could be a useful way to bring various varieties of English into the classroom when focusing on how language users produce *intelligible*, *comprehensible* and *interpretable* speech. Within this perspective, the instructors in this study were able to design activities to practice listening skills of students by utilizing different varieties of English and requiring students not only to recognize speech, but also to understand the explicit and implicit meanings behind it (see Sample lesson 11). In the case of speaking, on the other

hand, the instructors drew attention to the central role of intelligible, comprehensible and interpretable speech production by showing tolerance towards formal errors that did not hinder meaning negotiation (Kemaloğlu-Er, 2017) during whole class or group discussions, and by emphasizing that nativelike pronunciation is not a prerequisite for successful communication (see Sample lesson 7).

Perhaps the one thing that is meaningfully missing in the instructors' practices was a focus on text organizations that deviated from the traditional Western styles of academic writing (Hino, 2018a). In other words, the instructors neither exposed the students to non-Western styles of writing, nor they encouraged critical thinking on established rhetorical conventions and invited students to explore alternative ways (Baker, 2013), or translanguage in their writing (Canagarajah, 2011b). This is most probably due to concerns for the proficiency test that has a central role in prep school agendas. It is highly possible that the instructors did not want to encourage any unconventional writing styles in order to keep their students safe from getting penalized for such attempts.

5.4 Instructors' evaluation of their experiences

The instructors' evaluation of their experiences yielded two broad themes, i.e., academic and professional perspectives.

Within the academic perspective, the instructors reported how they evaluated the academic learning phase of the study. Their ideas were grouped under three titles which were the informative and thought-provoking content of the online education, the usefulness and effectiveness of peer interaction, and the improvable aspects of the online education.

The fact that they found the content (the main and optional readings, videos, discussion questions, etc.) informative and thought provoking imply that the instructors developed a broader perspective of language teaching, and the knowledge they gained was emancipatory, liberating them from narrow teaching models. Since the instructors were already willing to learn about ELF-aware language teaching, it would be inappropriate to claim that they went through a transformation as described by Sifakis (2007, 2014). Rather, the instructors had a chance to broaden their knowledge of ELF and found the opportunity to critically evaluate the established ELT practices in their teaching context. In the process, cooperation with colleagues and exchange of ideas proved fruitful for them (Choi & Liu, 2020). They also had a chance to think creatively in order to translate the knowledge they gained during education into practical teaching for their students (Sifakis & Bayyurt, 2015). Therefore, both the content and the critical discussions with their peers were challenging for the instructors in the sense that they had to come up with innovative ideas of teaching which defied their usual exam-oriented practices. As opposed to previous studies which reported that teachers' ideas were mostly influenced from ELF at theoretical level, and that they experienced confusion regarding practical teaching implications (Dewey, 2012; Kaçar & Bayyurt, 2018; Suzuki, 2011), the instructors in the current study were clearer in their understanding of ELF and its pedagogical implications. In this sense, the online education created an opportunity of learning and exchanging ideas, which made it possible to experiment ELF-aware teaching for the instructors.

On the other hand, the instructors' words regarding what could be improved about the online education implied that a more user-friendly platform instead of Facebook could be utilized for online discussions. A synchronous discussion

platform, such as Zoom, which has both verbal and written participation options could be employed in the future implementations of the course. However, pilot trials should be run prior to the education in order to see how the tool would perform in response to the initial considerations in this study, such as the instructors' unwillingness to open video features or the opportunity to respond to each other's comments in a retrospective manner. The attitudes of instructors towards applications like Zoom might have changed since the educational phase of this study, because many of us have had plenty of experience with such platforms during the Covid-19 pandemic. The second issue concerned the intensive nature of the course, which was challenging for some instructors who already had a tight schedule. In that case, prolonging the duration of the course might be an option in the future implementations of the course; however, the classroom teaching phase should be planned carefully so as to avoid large time gaps between the online education and the classroom implementation phases.

The theme "professional perspective" involved the ideas about how the instructors evaluated their professional experiences of planning and delivering lessons in line with ELF principles.

First, the aims of instructors mostly revolved around raising the students' awareness regarding ELF. In the course, they planned to encourage critical thinking through samples of English varieties and discussion questions. The aims expressed by the instructors are quite general and in line with the aims on their lesson plans. The reason why the instructors did not express very ambitious aims is probably that the students were going to be introduced with ELF for the first time. Most of the time, the instructors just wanted to raise awareness regarding the current status of English. This indicates that although the instructors focused on many aspects of ELF

as discussed in the previous section, their overall expectation was more modest regarding what they would be able to achieve in the classroom. This aim of the instructors is, indeed, can be interpreted as a useful step to encourage students to question any imposed language policies regarding the kind of English expected from them and presented to them via various channels (Jenkins & Mauranen, 2019).

Second, the instructors explained how they took into account the circumstances of their context by considering their students' characteristics and the existing curriculum they had to follow. This explains why there is no single effective way of teaching in line with ELF principles. It is highly context dependent (Jenkins, 2012; Kirkpatrick, 2012). The needs and attitudes of learners, contextual limitations, and physical facilities can all shape how instructors might choose to integrate ELF in their teaching. ELF understanding intrinsically defies the ideas about any single method of teaching to be effective and valid in every context (Kumaravadivelu, 2012), or any single set of norms to be appropriate and acceptable in every communicative context (Dewey, 2012). Within this framework, the instructors took what they know about their students and contextual circumstances into consideration, and designed their lessons accordingly.

Third, designing ELF- aware lessons was found challenging in terms of the creativity it requires, the scarcity of materials available, and the institutional restrictions. Sometimes, these issues were raised in connection with each other. As also expressed by some of the instructors, the lesson planning process might become more efficient as the instructors gain more experience with ELF. Indeed, designing lessons in line with ELF does not mean rejecting the mainstream EFL approach that is well established in prep schools (Sifakis, 2019). Sifakis (2019) suggests that ELF is not a variety, therefore, should not be contested with EFL. He suggests,

> What must be enquired is not *whether* teachers, textbooks, curricula endorse the ELF perspective but *to what extent* and *why* they do/do not [emphases original]. This is precisely what the notion of ELF awareness offers: the capability and choice to decide the extent to which ELF and EFL can be linked depending on the idiosyncrasies of each specific context. (Sifakis, 2019, p. 294)

The emphasis is, therefore, put on the critical approach ELF brings, rather than ready-made materials or teaching methods. Even when the materials do not seem to respond to learner needs from an ELF perspective, how the instructors adapt them to their purposes or how they put the materials into use might make the teaching practices more ELF-compatible (Siqueira, 2015). Likewise, Bayyurt and Selvi (2021) also suggest that GE (which embraces ELF) should function like a set of overarching principles in the course of choosing the appropriate materials and ways of teaching. This way, ELF principles can be reflected on the whole educational process (as opposed to cramming it in a few lessons as if it was a content to cover), and the instructors can avoid institutional restrictions that dictate certain textbooks and other materials to be covered in a certain amount of time. Aside from what instructors can do, also the institutions need to reconsider their educational policies in the English preparation units from the ELF point of view, for example, by rethinking their understanding of being an international and multicultural university, their priorities about the communicative efficiency in the academic community, and their language assessment practices (Jenkins, 2014). The ultimate aim of preparing students for EMI in an academic context where English is used as a lingua franca should be central in the process.

From a professional aspect, the instructors also evaluated their lesson delivery experiences, which revealed what kind of practices they found effective or

ineffective, what caused them rethink their usual practices, and how the learners received their lessons as far as they observed. The instructors particularly found discussion activities and critical prompts such as audios, videos or questions quite effective. The effectiveness of such implementations indicates that the students were interested in expressing personal ideas and engaging in critical thought processes. Students in the prep schools do not usually have the chance to practice their speaking skills and engage in discussion activities, because speaking is not represented in most of the in-house proficiency tests of universities. Therefore, the curriculum tends to focus on the other skills that will be covered in the tests. This was confirmed by the students in the focus group interviews where they expressed their complaints regarding how they felt their interactional skills were weak, and speaking was generally ignored in the curriculum. Critical discussions should be a part of the curriculum so that the students can be equipped with the interactional skills which they will need in their EMI courses. Therefore, the language teaching practices should put more emphasis on communicative skills required in ELF contexts, rather than NS norms (Seidlhofer & Widdowson, 2018, 2020).

On the other hand, some of the instructors thought they could not manage time effectively and plan discussion activities well. It was apparent that the instructors wanted to include as many activities as they could in their lessons. This was the first time the instructors went through ELF-aware teaching experience, and for the first time, they had the opportunity to see which activities or videos took how much time, and how they should organize discussion activities appropriate for the learners' proficiency level. For example, one of the instructors explained how her teaching experience proved that she should keep the informative presentation about ELF shorter. Therefore, such experimentations can enable instructors to monitor the

efficacy of their practices and improve their lessons, and better appropriate them for their learners (Bayyurt & Sifakis, 2015a).

Apart from the online education, the instructors' in-class experience of ELF-aware teaching also influenced their perspective of language teaching. It is understood that the instructors' previously abstract and fuzzy notions of ELF-aware teaching became more concrete and practical after they actually tested their ideas out in the classroom. They realize that there are practical payoffs of putting enough effort into designing lessons in line with ELF principles. Seeing the transferability of theoretical ideas into actual teaching in their context, most of the instructors were enthusiastic to practice ELF-aware teaching in their future lessons. It is interesting that the instructors' reports did not reflect a transformation in their perspective after the online education, as opposed to previous studies (Kaçar & Bayyurt, 2018; Kemaloğlu-Er, 2017). Instead, they reported to deepen their knowledge during the education; however, they realized how they could translate their knowledge into practice in their future classes only after they went through the teaching experience. This might be implying that teachers should be given opportunities to experiment ELF-aware practices in their teaching. Although teachers usually show certain levels of familiarity with English as a global language and ELF at theoretical level, they get lost when it comes to practical implications of ELF (Dewey, 2012). Opportunities to test their ideas out in the classroom might help instructors materialize their abstract ideas into gradually improving practices.

Finally, the instructors observed that their learners showed interest in the lessons and appreciated the activities they designed. As far as the instructors observed, the students also sometimes developed tolerant attitudes towards non-standard uses of English. The positive reaction from the students might be emanating

from multiple reasons, some of which were also overtly verbalized by the instructors. First, as also reported by the instructors, the concept was novel for most of the students and therefore interesting. Even when ELF was not addressed as a topic in the lessons, the materials that involved nonnative speakers of English were unusual for the students, which might have been the reason for them to show interest in these materials. Second, the kinds of activities were found engaging by the students, because they did not usually have the chance to get involved in interactional activities in which they could have a voice and express their ideas. Therefore, they probably appreciated the opportunities to express their views without being concerned about formal aspects of their English. Finally, the egalitarian approach of ELF to varieties of English and the political reasons behind this stance might have encouraged the students to critically think about the English language and its spread. It is possible that the more they learned about the history of English and the channels of its spread, the more they questioned the relevance of NS norms. Therefore, the activities that required reflective thinking was intriguing for the students. These arguments were confirmed by the results of the focus group interviews with the students (see Section 5.5 below) who were given the opportunity to comment on the lessons they attended.

5.5 Student feedback about the lessons

It was reported in Chapter 4 that the students found the lessons they attended efficient in terms of multiple aspects. At the end of the lessons, they reported that they gained higher awareness of ELF, they appreciated learning about ELF due to the concept's perceived importance, interestingness and confidence-boosting nature, they

generally liked the pedagogical choices of their instructors, and finally they felt they practiced language skills with the in-class activities.

Gaining higher awareness and familiarity regarding ELF was the most prominent theme in the students' responses when they evaluated the lessons prepared by their instructors. This indicates that the instructors were successful in attaining their fundamental aims when preparing ELF-aware lessons, since, most of the time, the instructors had a general aim of raising awareness about the global status and fluid characteristics of English in international contexts. The focus group interviews were quite fruitful in revealing the aspects from which the students gained awareness of and familiarity with ELF. They appreciated, among other things, becoming more conscious of the diverse ways people use English, how the majority of English users are constituted by NNSs, how multicultural ELF users are, how they focus on communicative efficiency with the help of pragmatic strategies, and most importantly, why being a successful English user is not dependent on being native or non-native. All of these are critical aspects of ELF which were concentrated on by the instructors in their lessons, signaling that their practices were effective in producing the intended outcomes on the students' side. Furthermore, gaining awareness and building competence regarding these aspects have been discussed by various scholars as very important issues for students to be able to efficiently function in EMI contexts. These, for example, include multicultural competence (Baker, 2009, 2016), awareness of diversity (Galloway & Rose, 2015) variable and fluid nature of ELF (Jenkins, 2015a; Jenkins & Mauranen, 2019), communication strategies (Björkman, 2014; Kirkpatrick, 2007; Mauranen, 2006). Therefore, when considered from this point of view, the lessons designed and delivered by the

instructors were effective to a large extent in terms of creating an awareness of ELF among the students, and familiarizing them with certain characteristics of it.

The fact the students found ELF and ELF-related topics covered in the lessons interesting and novel shows that the students were previously not very familiar with these issues. Although the student surveys revealed that students were highly aware of the global status of English, their reactions to the lessons reveal that this awareness does not include a systematic knowledge of ELF and relevant concepts. Not only did the students think the lessons were interesting and novel, they also thought learning about ELF was important for them. Previous studies have also shown that students usually acknowledge the lingua franca status of English and the fact that they will need to interact with NNSs; however, they usually opt for NS models when it comes to their ideal linguistic competence (Galloway, 2013; Sung, 2016; Tsou & Chen, 2014). On the other hand, a few studies have revealed positive attitudes towards embracing ELF in ELT practices, for example pre-service English language teachers held such views in İnal and Özdemir's (2015) study in the Turkish HE context, and a group of ESP students in Galloway and Rose's (2013) study in the Japanese HE context. Within this scope, the students in this study usually acknowledged the significance of learning English with a global perspective as opposed to a narrow perspective based on national models.

Furthermore, the finding that the students were generally absorbed into the topics and activities in the lessons is in line with the instructor views. This is because the instructors also expressed that their ELF-aware lesson attempts were something new for the learners, which increased the learners' interest in the lessons. Regarding the importance attached to learning about ELF and in line with ELF, it could be argued that not only the students were generally aware of their linguistic needs

related to ELF as revealed in the survey, but they also appreciated ELF-aware lessons with high levels of engagement in the sessions, and regarded what they learned as important. Therefore, once they had the opportunity to attend ELF-aware lessons, they felt that their linguistic needs as ELF users were being responded to. To the researcher's knowledge, this is the first time it was shown that the students' perceived linguistic needs in EMI context and the instructors' ELF-aware lesson attempts to respond to these needs matched, which was both confirmed and appreciated by the students.

The students' views regarding how motivating and confidence-boosting were ELF-aware lessons mirror instructors' views, because both groups thought in the same way. Most of the time, students do not want to use English in the classroom in EMI contexts because they feel insufficient about their language skills and experience difficulties when following lessons (Kırkgöz, 2005; Macaro & Akıncıoğlu, 2018). Although not one of the foci of this study, the prep school students in focus groups also frequently mentioned how they felt inadequate about their communicative competences (see Section 4.1). It seems that the students refrain from using English in the classroom until they attain a certain level of proficiency, and in the course, they want to resemble NS models as much as they could because they see NS competence as the target (Mauranen & Jenkins, 2019). However, this line of thinking will always see NNSs as imperfect NSs (Cook, 1999). Multilingual competence should be appreciated in its own right, because it does not mean having monolingual competence in multiple languages (Grosjean, 1989). Previous research has shown that ELF-aware approaches potentially encourage students and teachers to be more confident with their language use, and to feel as the owner of the language (Kaçar & Bayyurt, 2018; Yalçın et al., 2020). Within this scope, the heightened

confidence and motivation of the students can be interpreted as a direct result of the ELF-aware approach adopted by the instructors, which, in a way, liberated the students from the pressure of being like a native speaker.

When we look at the lessons from a different aspect, the students also appreciated certain instructional choices of their instructors, i.e., discussion activities, use of media files, and topic choice and handling. This finding also largely confirms what the instructors reported about their lesson delivery experience.

As also discussed in Section 5.4, the students in the preparatory classes have limited opportunities to engage in discussion activities because speaking skill is usually not part of the proficiency test. Therefore, the students highly appreciated getting involved in critical discussions. Similar findings were also reported in another Expanding Circle context by Murata and Iino (2018) who revealed that EMI students highly valued opportunities for discussion activities. Critical reflection about the English language and its use has particularly been associated with raising ELF awareness and questioning the established educational practices (Baker, 2021; Derince, 2016). Considering that verbal discussions and expressing their ideas are fundamental needs of learners in academic EMI contexts, prep school curriculums should put more emphasis on critical discussions in the course of preparing students for their future EMI courses. The students in this study enjoyed expressing opinions about the English language and NNSs, since language learning was a large part of their life, and they could easily relate the topics to themselves. Obviously, integration of critical discussions into the curriculum can be achieved by focusing on not only ELF and relevant concepts, but also other topics to which students can relate. Furthermore, it is certainly worth mentioning that the students in focus groups also appreciated how the instructors chose and handled the topics in a way to create

opportunities for reflective thinking processes. Therefore, the students particularly favored how ELF/WE-related topics were merged into activities in which they could express their views, or how a random theme from their coursebook was turned into a critical discussion about the language they were learning.

Another highly appreciated instructor practice was how they used media files to develop activities regarding ELF. This finding is particularly interesting since, using audios or videos is a frequently employed instructional practice in ELF-aware teaching endeavors (Hino & Oda, 2015; Kemaloğlu-Er, 2017; Matsuda & Duran, 2012); however, this is the first time the students in these lessons explicitly appreciated use of media to trigger reflective thinking about English. Therefore, such feedback from the students implies that the media files can be employed to create critical thinking opportunities, beyond just enjoyable tools to familiarize students with varieties of English.

On the other hand, some students criticized certain practices of their instructors, which are worthy of consideration. First, it seems that some students might not appreciate the topics discussed within the frame of ELF, especially when they are introduced unexpectedly and without prior notice. This implies that the instructors might first try to understand the attitudes of their students towards ELF, and gradually draw attention of the students to the increasingly multicultural composition of academic HE contexts. This way, they make more informed decisions regarding how and to what extent they can bend traditional ELT practices in their classrooms. Second, some students seem to lose concentration when following lengthy verbal and written materials. Thus, rather than presenting a lot of information in a video or reading text, this amount could be divided into parts, and discussions about ELF can be intensified in a stepwise manner. Finally, the remaining criticisms

regarding favored or unfavored types of activities have more to do with individual and group differences; therefore, the instructors need to closely observe their learners' characteristics and preferences. Overall, the findings in this part indicate how important it is to get feedback from students when instructors design and deliver lessons in line with ELF principles (Bayyurt & Sifakis, 2015a). This is critical for continuous improvement and to better understand the needs and preferences of different student groups.

Finally, some students reported to practice language skills during the lessons, and thought that this was the fundamental purpose of the lessons. This finding implies that ELF-aware practices of the instructors were usually in line with the general curricular goals of prep school courses. Students did not necessarily think that they deviated from their usual program when their instructor adapted their teaching in ELF compatible ways. Therefore, it was shown that the instructors do not need to completely abandon their conventional EFL practices, since ELF should not be perceived as an alternative teaching model (Sifakis, 2019). Instead, the curriculum could be shaped in ways that aim to equip students for academic EMI contexts, but with a more global perspective. As Seidlhofer and Widdowson (2018) suggest, the focus should be on adaptive skills for effective lingua franca communication, rather than a particular NS model. Otherwise, internalization does not translate into actual practice, and becomes no more than an advertising word (Mauranen & Jenkins, 2019).

5.6 Implications

In the light of the findings of this study and their interpretations, a set of educational implications can be suggested. Therefore, this section presents a framework for

action, which summarizes the pedagogical implications of the study. These suggestions particularly concern language instructors in the English prep schools of universities in Turkey and similar contexts.

The suggested plan is visualized below in Figure 10. Each component of the action plan has a rationale based on the study findings, and situated within the ELF literature. Due to the nature of the data collected within this study, all components relate to English language instructors and classroom level practices. However, the

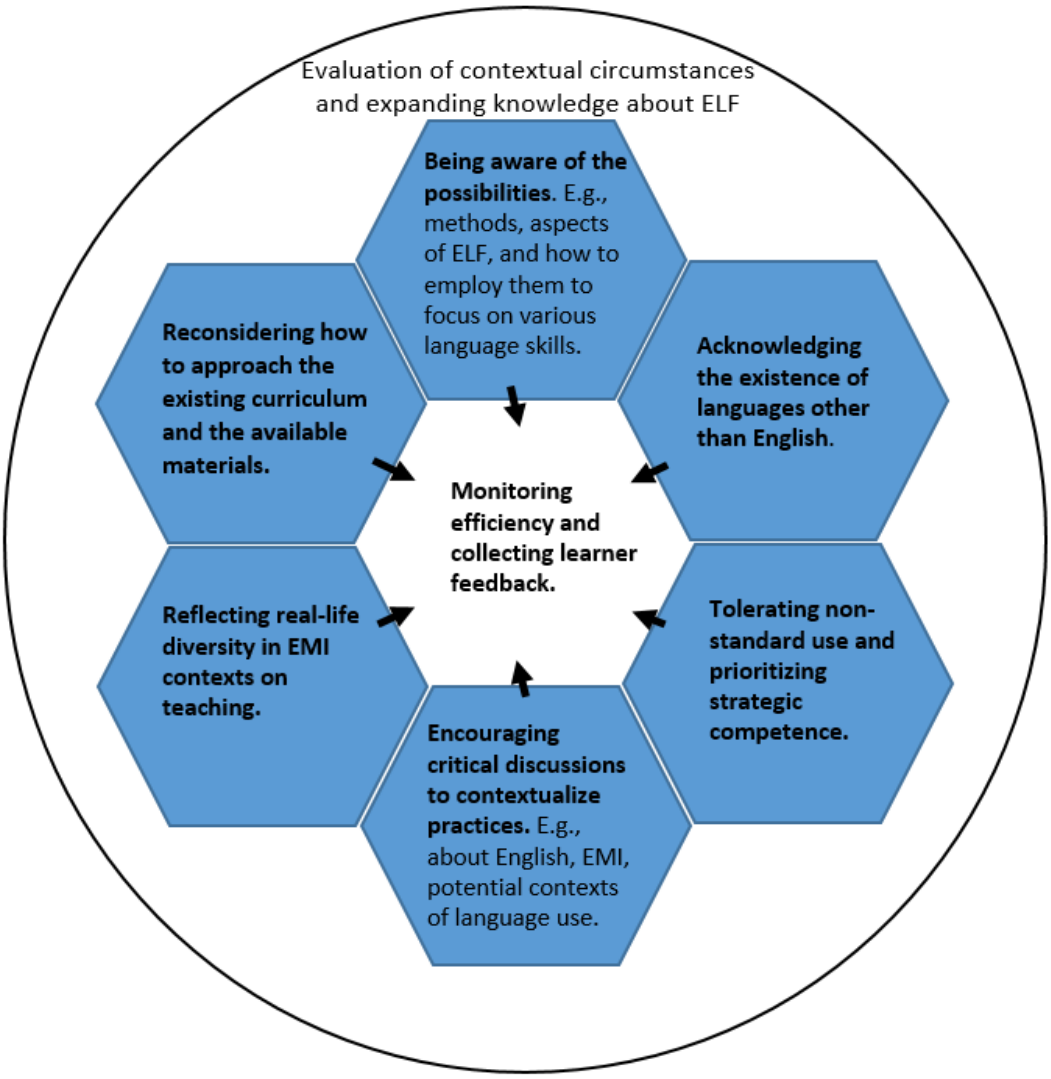


Figure 10 Action plan for English language instructors in prep schools

implications of this study go beyond language instructors. Therefore, following a detailed explanation of each component and the rationale behind them, a number of suggestions are also made in relation to institutional policies regarding language support for EMI. It should be noted that Figure 10 is not intended to be a theoretical framework, but rather, a visual representation of the propositions made based on the findings.

5.6.1 Contextual circumstances and expanding knowledge

To begin with, the suggested framework for action is contained within contextual circumstances (Figure 10). The uniqueness of each educational context has been emphasized by many scholars (Baker, 2016; Doiz et al., 2013b; Macaro et al., 2018; Mauranen & Jenkins, 2019), and this has also been the case in the current study. The instructors working in five different HE institutions reported how they paid attention to their local circumstances, including their existing curriculum, institutional responsibilities, and their students' expectations. Therefore, before taking any steps towards ELF compatible teaching, the instructors need to carefully evaluate the context in which they are functioning. This includes the teaching materials at their disposal, students' needs and preferences, the linguistic and cultural composition of their classes, the assessment practices of the institution, and many other variables that would directly or indirectly influence instructors' decisions. Such contextual evaluation and analysis of learner needs were also suggested by Bayyurt and Sifakis (2015b) based on their implementation of ELF-aware teaching. For surveying learner attitudes and needs about ELF, verbal or written questionnaires can be adopted, such as the student survey in this study. The instructors may adapt the questionnaire in appropriate ways for their learners and explore their linguistic needs in relation to

ELF. At this point, it is also suggested that the instructors deepen their knowledge of GE and familiarize themselves with the research in the area so that they can better judge the pedagogical possibilities for their context, for example, when adapting and developing teaching materials, and addressing particular concepts in relation to ELF.

5.6.2 Being aware of the possibilities

Following a careful examination of contextual circumstances and investing in self-improvement regarding ELF-related issues, there are six fundamental issues to be considered. The first issue, or component, relates to the potential ways of adopting ELF principles in teaching, which concern the methods of teaching in line with ELF, different linguistic skills to focus on, and different aspects of ELF that could be prioritized. An exploration of all the options available, will enable instructors to see what is applicable in which ways. This study has revealed that all the five methods of integrating ELF could be used in language prep classrooms. Moreover, it has also revealed that focusing on various aspects of ELF, and focusing on four language skills separately or in an integrated manner are also possible to practice in the classroom. Therefore, for the instructors in this study, all the methods were viable options to focus on various aspects of ELF and practice different language skills at the same time. Different methods could be applicable to different degrees across contexts (Hino, 2018a). For example, it is more difficult to design an activity to encourage integration in the ELF community in the classroom when there are not any international students. In that case, an alternative option would be inviting visitors to the classroom, which might not be easily possible in certain contexts. Similarly, instructors might think that some aspects of ELF are more important for their learners, or more appropriate when practicing certain language skills. Therefore,

language instructors should be aware of the possibilities and decide what is more applicable and meaningful in their teaching context (Jenkins, 2012).

5.6.3 Reconsidering how to approach the existing teaching agenda and materials

The second issue is reconsideration of the existing curriculum and materials that are available for instructors in their context of teaching. The current study has revealed that it is not necessary to ignore the existing teaching agenda or look for new materials in order to design and teach in line with ELF. Therefore, what instructors primarily need is a pair of critical eyes that would filter and shape what is already available. For instance, it was shown how some of the instructors were able to adapt an existing theme in the textbook in ELF-compatible ways, and how they managed to make students practice a certain language skill in line with the existing agenda but manipulate the activities to raise their awareness of ELF. The widely used materials have usually been criticized due to deficiency in terms of adopting ELF principles (Guerra et al., 2020; Vettorel, 2018). However, the lack of ELF compatible materials does not need to be an insurmountable obstacle. The importance of casting critical eyes on the existing EFL practices and materials were highlighted by ELF scholars as well (Bayyurt & Selvi, 2021; Siqueira, 2015). Thus, what seems to be more important is gaining a critical perspective that would enable instructors to adapt and reshape what they have, or put them into use in a way to provoke reflective thinking processes.

5.6.4 Reflecting the diversity in EMI contexts on teaching

The third component concerns the need to reflect real-life diversity of English users in EMI contexts on teaching. Numerous scholars have emphasized the significance

of raising awareness towards diversity of English users (Galloway & Rose 2013; Hino & Oda, 2015; Lee McKay, 2012). However, instructors could move a step further and focus on particular varieties which they think the students should be familiar with. For instance, the student survey in the current study has revealed that the respondent prep school students were generally highly conscious of the global role of the English language and the diversity of English users. Moreover, they felt that they would need to interact with other NNSs in the course of their English-medium education. As instructors analyze their local context, they can make informed decisions regarding potential NNSs with who their students would need to interact with. A careful examination of the local EMI context is particularly important when deciding the range of diversity that should be brought into the classroom. Turkey, as the macro context, hosts students from particular countries (see Section 3.2), and furthermore, individual HE institutions, as the micro context, might be hosting students and teachers more heavily from particular regions. Therefore, instructors should consider familiarizing students with ELF users from relevant backgrounds.

Obviously, it would also be appropriate to bring examples of successful Turkish ELF users to the classroom in order to expose international students to the local ways of using English and to motivate local students. Indeed, recordings of authentic language use in EMI courses could function as the example materials, because this would both reflect the diversity as it actually is in the local EMI context, and would give students an idea about what to expect when they move to their departments. Within this frame, it should be noted that the statistics show that English users from Inner Circle are not among the top groups coming to Turkish universities, and none of the international students were from Inner Circle countries

in the current study. This, of course, does not mean downright rejection of the major varieties that usually form the basis of prep school curriculums with all the materials and examinations based on them. Instead, instructors should consider focusing on a diversity of ELF users whenever possible and as they see appropriate.

5.6.5 Encouraging critical discussions

The fourth issue is about creating opportunities for critical discussions on topics such as English as a global language, EMI, potential future contexts of language use, NS-NNS distinction, etc. One of the findings of the current study was that both the instructors and the students found critical discussion activities engaging and effective. The instructors underlined that the ELF-aware approach was encouraging critical thinking about the English language and its use, and expressed how enthusiastic the students were during whole-class or group discussions. On the other hand, the students expressed their appreciation of discussion activities because they could state their opinions, and they also appreciated their teachers' instructional choices to develop opportunities for reflective thinking on the concepts relevant to ELF. Therefore, critical discussions (especially when they are verbal) seem highly motivating and useful to raise awareness of ELF among students, irrespective of whether the discussions are overtly about ELF or indirectly related to it. Through a critical approach, students can gain a critical perspective towards the model language users and teaching materials they are usually exposed to (Derince, 2016).

Instructors can also benefit from a further advantage of such discussions, which is opportunities to contextualize their inclusive approach towards English users. Namely, when students are encouraged to get involved in such discussions and

get more conscious of ELF in EMI, the accompanying ELF compatible teaching practices of the instructors will probably be more meaningful for the students.

5.6.6 Tolerating non-standard use and prioritizing strategic competence

Adopting ELF principles in language teaching requires attitudinal changes towards students' non-standard or alternative uses of language for the sake of communicative effectiveness (Dewey & Pineda, 2020; Sifakis & Bayyurt, 2015). Mauranen (2012) showes that non-standard forms recorded in ELFA can be observed in many shapes, including simplification or diversification of the existing forms, and invention of new forms. Moreover, Mauranen (2012) also draws attention to how ELF users in academic contexts resort to extra explicitness to ensure mutual understanding, such as guiding expressions and rephrasing. Therefore, deviations from standard English are usual in academic EMI contexts where content is more important than grammatical accuracy. Since language prep school curriculums usually revolve around high-stakes examinations, grammatical accuracy is extremely important for students. The participant students in focus groups in this study made it clear that they felt more motivated and confident during the ELF-aware lessons prepared by their instructors because they were not afraid of making mistakes. Seeing ELF users as examples in the classroom, they felt less worried about their non-standard uses of English, since they realized it was not necessary to be nativelike to be a successful English user (Kohn, 2018). Therefore, instructors should consider creating a space for non-standard uses of their students, and be more tolerant of deviations from NS-based accuracy as long as communicative effectiveness is ensured. This way, students can focus more on content than grammatical accuracy (Yalçın et al., 2020). Such an approach would also disburden instructors from the responsibility of always

acting as a NS representative who never deviates from the standard, and instead, might facilitate establishing bonds with students (Kling, 2015).

The more critical skill for future EMI students is perhaps a strategic competence, rather than accurately following grammatical norms of a standard variety (Galloway & Rose, 2015; Mauranen, 2012). The students in the current study appreciated learning about communication strategies when their instructors drew attention to them. They saw how ELF users achieve mutual understanding with the help of pragmatic strategies and by using their multilingual resources. Within this frame, more focus on strategic competence as opposed to formal accuracy might increase students' self-confidence, and encourage them to strategically adapt their linguistic resources to serve their communicative purposes (Kordia, 2020). Again, this should not mean abandoning academic conventions in language use, but rather, it is more about equipping students with survival skills for future EMI contexts characterized with diversity (Baker, 2016).

5.6.7 Acknowledging the existence of languages other than English

The final issue to consider is about the ecosystem of languages in HE contexts. Even when the medium of instruction is indicated as English, other languages are also usually involved in the process in multilingual HE contexts (Dafouz & Smith, 2020). Therefore, use of English as the medium of instruction and also as the lingua franca in such context is a multilingual practice (Jenkins, 2019). As previously indicated, the existence of languages other than English is usually ignored in EMI contexts (Jenkins, 2014). Translanguaging usually does not align with educational policies that consider a particular standard variety more appropriate as a model (Baker, 2021).

In the current study, it was revealed that the instructors saw respectful attitudes towards the diversity of English users and the diversity of cultures as important aspects of ELF-aware teaching. They had welcoming attitudes towards the cultures and values of international students. However, the place of languages other than English was not explicitly brought up either by the instructors or by the students. Although the discussions during the online education addressed the issue of translanguaging, it was not focused on as an instructional practice or future prospect by the instructors. This absence could be meaningful in the sense that the instructors did not see it as a promising option for their students or did not know how to handle it. It should also be noted that research has shown translanguaging might result in feelings of exclusion for students who do not share the same L1 with the rest of the group (Kuteeva, 2020). One idea suggested during a forum on EMI to overcome this exclusion problem was that students could be assigned reading texts in their L1s, and then discuss it in English, which would help them practice English skills and increase their content knowledge (Coleman et al., 2018).

The languages and cultural values brought by students should be seen as richness, not a problem (Galloway & Rose, 2018; Rose & Galloway, 2019; Ryan & Viete, 2009). Interaction of other languages with English in multilingual contexts is natural and expected (Mauranen & Jenkins, 2019). Moreover, instructors sometimes might find resorting to L1 helpful in certain situations (Karakaş, 2016). However, translanguaging as an instructional practice should be approached within the contextual limits. Encouraging students to translanguage should be an informed decision by instructors with foreseeable benefits for increased efficiency in communication and learning (see Canagarajah, 2011b). Therefore, instructors should

be aware of the multilingual characteristics of their students and the roles other languages might play in connection with English (Baker, 2021)

One further note regarding the six components above is that they should all be evaluated within the contextual circumstances (indicated as an encompassing circle in Figure 10), and these circumstances might change across time, institutions, and student groups. Therefore, continuous evaluation is needed, which is addressed below.

5.6.8 Monitoring efficiency and collecting learner feedback

Evaluating the efficiency of practices is at the center of the whole process. Therefore, evaluation should be continuous and should concern all the other issues discussed above. Instructors should be watching how students receive their attempts to bring a global perspective in their teaching practices. Different practices might be productive and effective to different degrees across contexts. Instructors can look for evidence in the ways they see appropriate. For example, they can observe their students' reactions (as the instructors did in the current study), openly discuss the efficiency of lessons, or carry out little surveys in which students can evaluate the whole course or various components of the course. The focus could be on the factors that are seen as more important by instructors, such as efficiency in integration with the existing curriculum, efficiency in raising critical awareness of ELF and language learning processes, and efficiency in time or practicality when preparing and delivering lessons. This evaluation process is required to improve future practices, and to shape and change activities according to students' needs and preferences. Such evaluation is also expected to enable instructors to learn further about ELF phenomena and its relevance to their teaching context.

Continuous evaluation of teachers' ELF-aware practices was originally suggested by Bayyurt and Sifakis (2015a, b) as the third stage of ELF-TEd project. Therefore, the implications discussed under the center-stage component "monitoring efficiency and collecting learner feedback" largely overlap the researchers' suggestions (see Bayyurt & Sifakis, 2015a, b; Sifakis & Bayyurt, 2015).

5.6.9 Suggestions for institutions and policy-makers

The findings of the current study point to four main implications for those who have authority in planning curriculums and developing educational policies.

The first issue is about the expectations of institutions from students regarding EMI. Within this frame, institutions need to reconsider what kind of English is required from students, and whether this expectation is useful in ensuring effective EMI. Conventionally, English for academic purposes (EAP) and English for specific purposes (ESP) approaches have usually centered around NS models; therefore, teaching practices have aimed to make students resemble so-called NS as much as possible (Mauranen, 2012). Previous research findings showing that unrealistic expectations of universities might sabotage EMI's proper functioning should serve as a lesson (Jenkins, 2014; Mauranen & Jenkins, 2019). Moreover, university students generally complain that the education offered in prep schools is usually for general academic English, and does not meet their departmental needs (Kırkgöz, 2009). Competence in communication does not necessarily mean competence in conforming to NS norms (Widdowson, 2012). EMI contexts are getting more multilingual and multicultural; therefore, institutions should provide appropriate linguistic support to equip students with skills necessary in such contexts (Baker, 2016). Besides, students might benefit from gaining ELF skills beyond their

local context, and add more options to their study-abroad opportunities (Murata & Iino, 2018).

The second issue concerns the fact that students should be supported in a continuous manner, i.e., not only prior to moving to faculties, but also after that. For students who struggle with EMI courses in their initial semesters, language support should be available. This could be in the form of separate courses that struggling students may choose to take. The courses can focus on area specific language support. The importance of area specific language support for EMI students was highlighted by various researchers (Baker, 2021; Rose, Curle, Aizawa, Thompson, 2020; Sahan, 2020). Therefore, these courses can be more in line with the ESP approach, and would require a focus on area-specific language skills (see Dafouz, 2021). This kind of support should follow the principles of ELF as discussed in this chapter, and should represent multilingual and multicultural composition of academic contexts, for example with sample texts recorded or written by non-native lecturers. These courses can also be rich in opportunities for self-expression and discussion activities, since this was highly valued by both the students and the instructors in the current study. Meanwhile, awareness of content instructors in EMI courses could be raised towards the difficulties of being a non-native student, for example regarding how they do not perform under equal conditions with native speakers of English (Jenkins, 2014), and many other linguistic challenges they face when carrying out academic tasks (Kırkgöz, 2005; Macaro & Akıncıoğlu, 2018).

The next issue concerns language assessment in English prep schools of universities, which has a major role in shaping prep school curriculums. The assessment tools that warrant proceeding to departments should test students' performance in relation to how effectively they can cope with the linguistic

requirements of a multilingual EMI environment. Jenkins (2020) suggests that, in HE contexts where English serves as the medium of instruction and the lingua franca between NNSs, asking students to prove their English competence with reference to NS norms as a university entry requirement is an old-fashioned practice. Since the top highly valid exams, which are TOEFL and IELTS in the Turkish HE context, are NS-based (Jenkins, 2014, 2020), the institutions might consider developing more locally appropriate options. Fortunately, it is not an unusual practice for universities in Turkey to develop and administer their own proficiency exams in prep schools. This gives institutions an opportunity to analyze the linguistic needs of incoming students, and design a test based on this. An example of this was carried out in Europe, and components of an ELF-aware assessment tool were developed by taking into account real-life tasks that students need to complete, and by capturing productive and receptive skills required in multilingual contexts (see Newbold, 2015, 2018). Assessment tools that capture the skills required in multilingual and multicultural academic contexts would be highly influential in encouraging changes in prep school curriculums towards ELF compatible ways.

Finally, the current study also implies that an ELF-aware approach to language teaching should be a part of English language teacher education programs (Bayyurt & Sifakis, 2015a; Dewey & Patsko, 2017; Lopriore & Vettorel, 2015). Since the participant instructors in this study were already familiar with the ELF concept and willing to explore its potential in their ELT practices, they did not experience dilemmas regarding its validity, or any misconception about whether it was an inferior variety of standard English. The participant instructors' previous awareness of the concept via, for example, undergraduate and graduate courses made the process of applying ELF principles into their teaching more effective and easier

for them. When introduced with the ELF phenomenon during in-service stage, the teachers might receive the concept's relevance to ELT more skeptically (see Sifakis & Bayyurt, 2017); therefore, earlier stages of teacher education could be more appropriate to introduce teachers with ELF principles (Dewey & Patsko, 2017). This way, before they start their professional life, teachers could gain an awareness of the fact that ELF does not entail the use of particular methods of teaching or following a separate curriculum, but rather, it is more about developing a critical perspective that might become a part of existing EFL practices (Sifakis & Bayyurt, 2015).

CHAPTER 6

CONCLUSION

This study was motivated by the recent developments taking place in the Turkish HE context, where English language has been increasingly preferred as the medium of education. In line with the global trends, EMI programs soar in numbers across both public and private universities in Turkey. EMI programs are attractive for both local and international students for a variety of reasons. More importantly, the availability of EMI programs also seems to correlate with the numbers of international students coming to Turkey. From a sociolinguistic perspective, this situation leads to an increasingly multilingual and multicultural population in universities, where English serves as a lingua franca for both education and other communicational needs around the campus. However, the preferred variety of English in such contexts is usually based on NS models, which is unjustifiable given that NNSs do not constitute a noteworthy part of the international body of universities. Most of the time, a large portion of students are local Turkish students, and an increasingly noticeable portion of students come from neighboring countries such as Syria, Iran, Iraq, Turkmenistan and Uzbekistan, and to a smaller extent, from farther regions such as Saudi Arabia, Egypt, Germany, and various African countries. Nevertheless, institutions have kept accepting students and academic staff based on their English competence with reference to a standard variety, and accordingly, they have offered NS-based language support for students who were assessed as inadequate for EMI.

ELF use is more meaning and communicative efficiency oriented, rather than accurate conformity to a set of norms. Following theoretical propositions regarding teaching of English within an ELF frame, this study incorporated a 13-session ELF

education for language instructors. The particular aims of the study were to reveal i) how aware university students at language preparatory schools were of ELF and whether they had any linguistic needs in that respect, ii) how the language instructors conceptualized the relationship between ELF and ELT, iii) the ways in which the language instructors preferred to incorporate ELF in their teaching after the ELF education module, iv) how the language instructors evaluated their experiences of ELF-aware teaching, and finally v) how the students evaluated the lessons prepared by their instructor.

The data was collected through a variety of qualitative and quantitative techniques. These included student questionnaires, semi-structured interviews with language instructors, focus group interviews with students, and classroom observations. Additional data sources included written responses from instructors, lesson plans, teaching materials, and field notes. The study adopted a process-oriented approach in the sense that it started with the investigation of how instructors and students perceive the phenomena of ELF, then this was followed by a teacher education component. After the education, it focused on what happened during lesson planning and delivery stages from the instructors' perspective. Finally, the lessons were also evaluated by the students, which made it possible to compare the students' and instructors' perspectives in relation to classroom practices.

Regarding students' perceptions about ELF and their linguistic aims, the results of the study showed that the students were quite aware of the global status of English, the gravity of NNSs, and the fact that English was not an exclusive property of NSs. It was also revealed that they valued communicative efficiency and intercultural competence, rather than accuracy. Furthermore, the students were also shown to be aware of their linguistic needs in relation to ELF, for example, the fact

that they would need to interact with non-native teachers and friends, that they should be able to follow courses with English speakers from different backgrounds, and they should be effectively able to interact with speakers from other linguistic and cultural backgrounds. They also aimed to be effective users of English beyond their university context, for example, when pursuing education abroad via international exchange programs, or when following international content about their area of expertise. However, they also had a misconception about the nature of English used in international contexts, and had a desire to be nativelike in terms of, for example, accent and writing competence.

Regarding the instructors' conceptualization of ELF and ELT relationship, it was found that they saw ELF as a frame of reference rather than a distinct variety of English or a new method to teach English. The instructors also thought ELF as an important aspect of ELT, which could be achieved in certain ways such as familiarizing learners with how English is used in international contexts, and giving priority to content over form. Finally, the instructors also thought that ELF-aware language teaching could empower learners by increasing their awareness of ELF, increasing their motivation and confidence, and encouraging them to engage in critical thinking.

Regarding the teaching preferences of the instructors, it was shown that they employed all the methods of teaching ELF as described by Hino (2018a) to different degrees, they focused on a variety of aspects of ELF, and finally they incorporated these practices with the four skills they were supposed to focus on in their regular agenda, i.e, reading, writing, speaking and listening.

As for the instructors' evaluations of their experiences, it was found that the instructors thought the ELF education was thought-provoking, interacting with peer instructors was productive, and some aspects of the education could be changed in future implementations. The instructors also mentioned what they aimed with their lessons, how they took into account their existing teaching agenda and learner profile, and the challenges they faced when preparing lessons. They also explained how delivering ELF-aware lessons enabled them to realize what kind of practices are more effective than others, to observe how learners receive their practices, and to reconsider their previous practices upon seeing the applicability of previously abstract ideas regarding ELF.

Finally, the students' evaluations of the lessons revealed that the instructors' goals were largely achieved since students reported how they became more aware of ELF, found the ELF concept interesting and important to learn about, and they felt more confident with their English use. They further noted that they appreciated how their instructors initiated discussion activities, employed media files to initiate critical thinking, and chose interesting enough topics. Last but not least, the students also reported practicing four main skills as they routinely had done in previous English lessons.

Based on the findings, it is inferred that integration of ELF in prep school curriculums is feasible. Therefore, it is suggested that all possibilities should be taken into account and opportunities should be put to good use in order to respond to the needs of language learners getting prepared for EMI. To this purpose, a framework for action is proposed for language instructors. According to the proposed plan, the instructors should i) be aware of the possibilities in relation to how to integrate ELF into their teaching practices, ii) reevaluate their position in relation to the existing

teaching agenda and materials, iii) reflect the authentic use of English in multilingual EMI contexts on their teaching, iv) encourage critical discussions among students in order to contextualize their ELF-aware practices, v) show tolerance to non-standard uses of English and focus more on strategic competence instead, and vi) acknowledge the presence of languages other than English, and look for ways of how to turn this into an advantage when preparing students for multilingual/multicultural EMI environments. Encircling all these issues is the contextual circumstances that should be taken into account by language instructors and the necessity of continuous self-improvement by following the research and discussions in the area of ELF. Finally, central to all these six issues is an evaluation process, through which ELF-aware teaching practices in prep schools could be continuously improved and fine tuned.

Furthermore, a set of suggestions concern HE institutions. These include a revision of the English curriculum imposed in prep schools under the light of ELF, providing continuous language support for EMI students, and reconsideration of assessment practices that ensure passage to departments. A further implication concerns pre-service teacher education programs of universities. In this case, it is suggested that an ELF-aware approach should be introduced as part of pre-service English language teacher programs, because teachers seem to experience more difficulty in embracing ELF at later stages of their profession.

6.1 Limitations

The following points should be taken into account when interpreting the results of this study.

Data from the classrooms were generated through observations of instructor practices during the lessons, and the researcher kept an account of classroom processes via taking notes as a non-participant observer in the classroom. Since digital recording of the lessons was not possible, all observational data was collected in the form of observational notes which both included the objective recording of the events taking place and also the comments of the researcher regarding these events. Therefore, when the instructors were prompted to comment on their in-class experiences, they might have had difficulties in remembering all the details of the session. Certain precautions were taken to revive the instructors' memories. For example, the researcher reminded the stages of the lesson to the instructors prior to interviews, the instructors went over their lesson plans, and the instructors were also requested to note down the events they perceive as important after each session so that they could comment on them afterwards. Nevertheless, stimulated recall techniques could have provided richer data. If showing video recordings of the lessons to the instructors had been feasible, they could have probably better retrieved their memories about the processes that took place in a particular lesson, and provided more extended comments. However, it should also be noted that the aim of the interviews with the instructors was not examining a certain critical aspect of lessons (e.g., particular discourse features which should be subjected to discourse analysis), otherwise, showing clips of these critical parts to the instructors would have been highly important. In the case of the current study, the investigation was more exploratory, and the instructors were only expected to comment on their in-class experiences which they perceive as important.

The participant instructors were sampled based on convenience and a set of criteria. Both the number of cases and the number of sites that provided data for this

research imply that the results should be approached tentatively, and might not be valid beyond the research setting. Although most of the contexts seem similar to each other in prep schools of private Turkish HE institutions on the surface, the underlying dynamics of each context might vary in ways that are not easily observable to an outsider. Therefore, the conclusions drawn from the findings, and the suggestions proposed based on these could be relevant to and applicable in certain contexts, but might be less relevant to or impracticable in others. The results should not be readily generalized, and the implications should be drawn in terms of what the findings might mean under different contextual circumstances.

Considering this was the first large-scale implementation of the student questionnaire, the reliability indices for the separate parts of and the whole questionnaire were acceptable, and above the cut-off point of 0.6. Nevertheless, the reliability index of the ELF awareness component was .618 which is above but close to the cut-off point. Therefore, the results from this component should be approached more tentatively. The internal consistency of the ELF awareness subscale could be improved in future implementations. The consumers of this research should note that when Item 4 and Item 10 are removed from the subscale, the Cronbach's alpha for the component increases to .668. Furthermore, when reverse coding is not employed on negatively worded items, the internal consistency of the awareness subscale changes to .698, which shows that the respondents might have highly rated all statements without paying much attention to underlying meanings. Therefore, researchers who want to adapt the student questionnaire for implementation in their contexts should consider replacing or rewording items 4 and 10, and take precautions to prevent respondents from careless generalizations across statements.

6.2 Future directions

The current study has revealed that students might benefit from a more ELF compatible approach in the process of preparing for EMI because EMI classrooms are getting increasingly multicultural, and native norms are becoming less relevant. It, however, did not tap into the linguistic ecology in departmental EMI courses. Therefore, it would be interesting to investigate the dynamics of EMI classrooms from a linguistic aspect, and more importantly, how an ELF compatible preparation for EMI might influence the actual experiences of students when they move to their departments. This, for example, could focus on any potential observable gains in linguacultural and strategic competence when interacting with ELF users in the campus.

One conclusion drawn from the current study was a need to reevaluate the assessment practices in English prep schools. These high-stake examinations are usually employed when both accepting students to EMI universities and also when deciding whether students can progress to their departments after prep school education. Although there are examples of in-house examinations offered as alternatives to IELTS and TOEFL, these exams are usually constructed and offered with concerns of cost efficiency rather than a better coverage of EMI skills. Therefore, future studies might focus on students' needs that are required in particular institutions to be able to effectively operate in EMI. Needs analyses should document the type tasks and competencies that are indispensable for students to be able to effectively communicate with their instructors and peers. Such documentation would later form the basis of development of ELF compatible assessment tools that can better reflect how ready students are for EMI in their particular context.

APPENDIX A

SAMPLE LETTER TO REQUEST PERMISSION FOR THE STUDY

__/__/____

Dear official,

I am Yavuz Kurt, a PhD student at Boğaziçi University, Department of Foreign Language Education. As part of my doctoral research titled "ELF in international higher education institutions in Turkey: Learner and instructor perspectives", which I am conducting under the supervision of Prof. Yasemin Bayyurt, and the scientific research project titled "ELF awareness in English language teaching and learning in higher education", conducted by Yasemin Bayyurt, we request your permission to conduct instructor interviews, lesson observations and student interviews at your institution between 01.03.2019 – 30.12.2019. The studies will be carried out on a voluntary basis and free of charge. High sensitivity will be shown to ensure that lessons are not disrupted. The data will be kept confidential. The institution's and the participants' names will not be revealed in the study. Please contact me at yavuz.kurt@boun.edu.tr if you have any questions.

Thank you in advance for your attention to this matter.

Kind regards,

Yavuz Kurt
Department of Foreign Language Education
Boğaziçi University

APPENDIX B

FURTHER INFORMATION ABOUT STUDENT SURVEY PARTICIPANTS

N (total)	466
Reading proficiency in English (*N*=444)	15.31% = Beginner 15.54% = Pre-intermediate 37.38% = Intermediate 24.77% = Upper-intermediate 6.98% = Advanced
Speaking proficiency in English (*N*=448)	27.67% = Beginner 30.58% = Pre-intermediate 28.57% = Intermediate 11.16% = Upper-intermediate 2.00% = Advanced
Writing proficiency in English (*N*=453)	19.42% = Beginner 22.95% = Pre-intermediate 33.77% = Intermediate 20.08% = Upper-intermediate 3.75% = Advanced
Listening proficiency in English (*N*=448)	20.08% = Beginner 22.09% = Pre-intermediate 30.13% = Intermediate 19.41% = Upper-intermediate 8.25% = Advanced
Top five purposes of learning English apart from undergraduate education (*N*=466)	402 (86.26% = Education 384 (82.40% = Personal development 314 (67.38% = Job 200 (42.91% = Moving abroad 10 (2.14% = Meeting and interacting with international people
Top ten departments to which the students are belong (*N*=466)	15.23% = Engineering departments 14.80% = Psychology 9.87% = Politics and international relations 8.58% = Turkish language and literature 8.36% = Economics 7.72% = History 4.29% = Philosophy 3.21% = Translation 2.36% = English language teaching 1.93% = Molecular biology and genetics

APPENDIX C

SAMPLE QUESTIONS FOR THE FIRST SEMI-STRUCTURED INTERVIEWS WITH THE INSTRUCTORS

1. Can you give some information about your educational and professional background?
2. Can you talk a little about your routine teaching practices?
3. What are your students expected to be able to do after the language education they receive in your institution?
4. What do you think about the role of English in today's world?
5. What do you think about the role of English in Turkey?
6. Which varieties of English spoken around the world are you familiar with?
7. Which variety/varieties of English do you take as a model in your teaching practices? Why?
8. Do you have international students in your classrooms? If yes, which languages do they speak? In which languages do you communicate with them? How effective is their communication with you and with their friends?
9. Do your students take a specific variety of English as a model?
10. In your opinion, who does the English language belong to?
11. What is the place of culture in your teaching practices?
12. Are you familiar with the terms ELF, WE and EIL?
13. Have you ever taken an online course before? If yes, what are they?
14. What are your expectations regarding the online training you will receive?

APPENDIX D

SAMPLE QUESTIONS FOR

THE SECOND SEMI-STRUCTURED INTERVIEWS WITH THE INSTRUCTORS

1. How do you evaluate the online ELF-aware teacher education you received?
2. What were the things you liked or did not like about the ELF-aware teacher education?
3. If you were to design it, what would you change regarding the education?
4. How would you define ELF?
5. How do you see the relationship between ELF and ELT?
6. Did the ELF-aware education influence your views about English and English language teaching? If so, how?
7. In your opinion, what are the characteristics of an ELF-aware lesson plan?
8. What factors influenced your decisions when preparing the lessons?
9. Why did you choose to incorporate ELF in your teaching in the ways you did?
10. How is this different from your previous teaching practices?
11. What other ways could have been used to integrate ELF in teaching in your context
12. What were some challenges when preparing the ELF-aware lesson plans?
13. How were your teaching practices regarding ELF received by the learners?
14. How did your learners react to your teaching practices regarding ELF?
15. Which aspects of your teaching do you think worked well?
16. Which aspects of your teaching do you think did not work very well?
17. How effective were your practices in achieving the aims in the lesson plan?
18. How do you think an ELF-aware approach in language instruction will influence the linguistic experiences of students in their departments, if it will in any way?
19. How do you think your experiences within this study will affect your future teaching practices, if it will in any way?

APPENDIX E

SAMPLE QUESTIONS FOR STUDENT FOCUS-GROUP INTERVIEWS

(TURKISH)

1. Hazırlık öğrencisi olmak konusunda ne düşünüyorsunuz?
2. Hazırlık sınıfındaki derslerde genelde ne yaparsınız?
3. Bu katıldığınız ders hakkında ne düşünüyorsunuz?
4. Bu ders size neler hissettirdi?
5. Bu derste ne öğrendiniz?
6. Bu derste size ilginç gelen bir şey var mıydı?
7. Bu derste sevdiğiniz ve sevmediğiniz şeyler nelerdi?
8. Derse katılmadan önce dersin içeriğiyle ilgili bilginiz var mıydı?
9. Bu ders kapsamındaki etkinlikler derse olan motivasyonunuzu etkiledi mi?
10. Bu dersteki etkinliklerin amacı sizce neydi?
11. Sizce hazırlık okulunda aldığınız İngilizce eğitim nasıl olmalı?
12. Bazı insanlar, İngilizcenin tüm dünyanın ortak dili haline geldiğini ve dünyanın birçok yerinde birçok alanda ikinci bir dil olarak kullanıldığını öne sürüyor. Bu nedenle sadece İngiliz ya da Amerikan İngilizcesi merkezli bir dil eğitimi yaklaşımını doğru bulmuyorlar. Bu konuda ne düşünüyorsunuz?

APPENDIX F

SAMPLE QUESTIONS FOR STUDENT FOCUS-GROUP INTERVIEWS

1. What do you think about being a preparatory student?
2. What do you usually do in the preparatory class?
3. What do you think about the class you have attended?
4. How did this lesson make you feel?
5. What did you learn in this lesson?
6. Did you find anything interesting in this lesson?
7. What did you like and dislike about this lesson?
8. Did you know anything about the content of the course before attending the lesson?
9. Did the activities in the lesson affect your motivation for the course?
10. What do you think was the purpose of the activities in this lesson?
11. How do you think the English education you received at the preparatory school should be?
12. Some people argue that English has become the common language of the whole world and is used as a second language in many areas in many parts of the world. For this reason, these people do not approve of a language education approach based only on British or American English. What do you think about this?

APPENDIX G

DEMOGRAPHIC INFORMATION FORM FOR STUDENTS FOCUS-GROUPS

Name (or a false name of your choice):	
Department:	
Age:	
Nationality:	Gender: a) Male b) Female
Mother tongue:	Other languages you speak:
If you have lived in another country other than Turkey, where and for how long?	
If you have studied in another country other than Turkey, where and for how long?	
How long have you been studying in prep school?	

APPENDIX H

İNGİLİZCE HAKKINDA GÖRÜŞ VE İNGİLİZCE ÖĞRENME HEDEFLERİ ÜZERİNE ÖĞRENCİ ANKETİ

Sayın katılımcı,

Bu çalışmanın amacı, Türkiye'deki üniversite hazırlık okulu öğrencilerinin İngilizcenin dünya genelindeki güncel durumu ve kullanımı hakkındaki görüşlerini ve İngilizce öğrenmedeki amaçlarını ortaya çıkarmaktır. Çalışma Boğaziçi Üniversitesi doktora öğrencisi Yavuz Kurt tarafından Prof. Yasemin Bayyurt danışmanlığında yürütülmektedir. Elde edilecek sonuçlar, hazırlık okullarında sunulan İngilizce dil eğitiminin yeniden değerlendirilmesi için bir plan oluşturmak amacıyla kullanılacaktır. Ankette üç bölüm ve toplam 59 madde vardır. Kişisel bilgilerinizin gizliliği her zaman gözetilecek ve korunacaktır. Cevaplarınızın gerçek düşüncelerinizi yansıtması çalışmanın güvenilir sonuçlar vermesi için çok önemlidir.

Katkınız için teşekkür ederiz.

BÖLÜM 1: İngilizce hakkında görüş

Lütfen aşağıda verilen ifadelere dair görüşlerinizi belirtiniz.

1= Kesinlikle katılmıyorum
2= Katılmıyorum
3= Emin değilim
4= Katılıyorum
5= Kesinlikle katılıyorum

Örneğin aşağıdaki ifadeye kesinlikle katılıyorsanız, gösterilen şekilde işaretleme yapmalısınız.

Örnek: İngilizce öğrenmenin benim için gerekli olduğunu düşünüyorum.	1	2	3	4	(5)

	Kesinlikle katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1. Uluslararası ortamlarda kendimi ifade edebileceğim dil İngilizcedir.	1	2	3	4	5
2. İngilizce, farklı kültürlerden gelen insanlarla iletişim kurmak için önemlidir.	1	2	3	4	5
3. İnsanlar öncelikle İngilizceyi anadili olarak konuşanlarla iletişim kurmak için İngilizce öğrenir.	1	2	3	4	5
4. Uluslararası ortamlarda (örneğin uluslararası konferanslarda veya internette) insanlar İngiliz veya Amerikan İngilizcesi konuşur.	1	2	3	4	5
5. Kültürel farkındalığı yüksek olan kişiler İngilizceyi daha etkili kullanır.	1	2	3	4	5
6. Uluslararası ortamlarda İngilizce kullanırken anlaşılır olmak önemlidir.	1	2	3	4	5
7. İnsanlar konuştukları İngilizceye kendi kültürlerini yansıtabilirler.	1	2	3	4	5
8. Dünya genelinde gerçekleşen İngilizce konuşmalar çoğunlukla İngilizceyi ikinci veya yabancı dil olarak konuşanların arasında geçmektedir.	1	2	3	4	5
9. İngilizceyi ikinci/yabancı dil olarak konuşanlar İngilizceyi yanlış veya yetersiz kullanırlar.	1	2	3	4	5
10. Uluslararası ortamlarda insanlar standart İngilizce konuşur.	1	2	3	4	5
11. İngilizceyi etkili kullanabilmek için anlaşılır olmak önemlidir.	1	2	3	4	5
12. İngilizce kullanırken anlaşılır olmak İngilizceyi bir Amerikan veya İngiliz gibi kullanmaktan daha önemlidir.	1	2	3	4	5
13. Dünya genelinde gerçekleşen İngilizce konuşmalar çoğunlukla İngilizceyi anadili olarak konuşanların arasında geçmektedir.	1	2	3	4	5
14. İngilizceyi anadili olarak konuşanlar İngilizceyi her zaman doğru kullanırlar.	1	2	3	4	5
15. Uluslararası ortamlarda insanların konuştuğu İngilizce çeşitlilik gösterir.	1	2	3	4	5
16. Anadili İngilizce olmayan insanlar İngilizceye yeni kelimeler katabilirler.	1	2	3	4	5
17. İngilizce, dünya kültürlerini tanımak için önemlidir.	1	2	3	4	5
18. İngilizce kullanırken anlaşılır olmak İngilizceyi doğru kullanmaktan daha önemlidir.	1	2	3	4	5
19. İngilizce, İngilizceyi anadili olarak konuşanlara aittir.	1	2	3	4	5
20. Dünya genelinde konuşulan İngilizceler birbirinden farklıdır.	1	2	3	4	5
21. Anadili İngilizce olmayan insanlar İngilizcenin değişmesinde rol oynarlar.	1	2	3	4	5

BÖLÜM 2: İngilizce öğrenme hedefleri

Lütfen aşağıda verilen ifadelere dair görüşlerinizi belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Emin değilim	Katılıyorum	Kesinlikle katılıyorum
1. Anadili benimkinden farklı olan arkadaşlarımla İngilizce iletişim kurabilmeliyim.	1	2	3	4	5
2. Dili İngilizce olan uluslararası konferansları, seminerleri, vb. dinleyebilmeliyim.	1	2	3	4	5
3. Anadili benimkinden farklı olan öğretmenlerimle İngilizce iletişim kurabilmeliyim.	1	2	3	4	5
4. Anadili benimkinden farklı biriyle İngilizce konuşurken anlaşılır olmalıyım.	1	2	3	4	5
5. Farklı ülke ve kültürlerden yazarların ürettiği İngilizce akademik kaynakları okuyabilmeliyim.	1	2	3	4	5
6. Anadili benimkinden farklı olan dinleyicilere İngilizce sunum yapabilmeliyim.	1	2	3	4	5
7. İngilizce konuşurken İngilizceyi anadili olarak konuşanlarınki gibi bir aksana sahip olmalıyım.	1	2	3	4	5
8. İngilizceyi anadili olarak konuşanlarla İngilizce iletişim kurabilmeliyim.	1	2	3	4	5
9. Uluslararası proje ve araştırmalarda yer almamı sağlayacak yeterlikte İngilizce bilmeliyim.	1	2	3	4	5
10. Yurt dışında lisans veya lisansüstü eğitim almamı sağlayacak yeterlikle İngilizce bilmeliyim.	1	2	3	4	5
11. Farklı ülke ve kültürlerden insanların İngilizce ürettikleri İnternet içeriklerini (video, blog, vb.) veya sanatsal içerikleri (film, kitap, vb.) takip edebilmeliyim.	1	2	3	4	5
12. İngilizceyi etkili kullanmak için standart İngilizce öğrenmeliyim.	1	2	3	4	5
13. İngilizce dil becerilerim İngilizceyi anadili olarak konuşanlarla iletişim kurabilecek düzeyde olmalıdır.	1	2	3	4	5
14. Gelecekteki iş hayatımda başarılı olmamı sağlayacak yeterlikte İngilizce bilmeliyim.	1	2	3	4	5
15. İngiliz veya Amerikan kültürü hakkında bilgi sahibi olursam, İngilizceyi uluslararası ortamlarda daha etkili kullanırım.	1	2	3	4	5
16. İngilizce ödev, makale, vb. yazarken İngilizceyi anadili olarak kullanan biri gibi yazabilmeliyim.	1	2	3	4	5
17. Herhangi bir kültürden gelen insanlarla İngilizce iletişim kurabilmeliyim.	1	2	3	4	5
18. Lisans eğitim alanımda dünya genelindeki gelişmeleri takip etmemi sağlayacak yeterlikte İngilizce bilmeliyim.	1	2	3	4	5
19. İngilizce yazdıklarımı anadili benimkinden farklı olan okuyucular anlayabilmeli.	1	2	3	4	5

20. İngilizce dil becerilerim İngiliz veya Amerikan kültüründen gelen insanlarla iletişim kurabilecek düzeyde olmalıdır.	1	2	3	4	5
21. İngilizceyi ikinci/yabancı dili olarak konuşanlarla İngilizce iletişim kurabilmeliyim.	1	2	3	4	5
22. Farklı ülkelerden gelen öğretmenlerin İngilizce anlattığı dersleri takip edebilmeliyim.	1	2	3	4	5
23. İngilizceyi anadili İngilizce olanlar gibi kullanabilmeliyim.	1	2	3	4	5
24. Uluslararası değişim programlarına katılmamı sağlayacak yeterlikte İngilizce bilmeliyim.	1	2	3	4	5

BÖLÜM 3

Lütfen aşağıda istenilen bilgileri yazınız. Kişisel bilgileriniz gizli tutulacaktır.

1. İngilizceyi kaç yıldır ve/veya aydır öğreniyorsunuz? (Örneğin: "Üç yıl ve altı aydır" veya "8 aydır")

_____

2. Lütfen gösterilen alanlarda İngilizce seviyenizi belirtiniz.

1 (Başlangıç) 2 3 (Orta seviye) 4 5 (ileri düzey)

Okuma:

Konuşma:

Yazma:

Dinleme:

3. Lisans eğitimimin yanı sıra İngilizceyi şu amaç(lar) için öğreniyorum

A) Eğitim
B) İş
C) Kişisel gelişim
D) Yurtdışına taşınmak
E) Diğer: _____

4. Uyruk

A) Türkiye Cumhuriyeti
B) Diğer: _____

5. Cinsiyet

A) Erkek
B) Kadın
C) Diğer

6. Doğum tarihi (yıl / ay şeklinde belirtiniz. Örneğin: 2001/Şubat)
_____

7. Yurt dışında bulundunuz mu?

A) Evet
B) Hayır

8. Yurt dışında bulunduysanız nerede ve ne kadar süre? En uzun kaldığınız üç yeri belirtiniz. (Örneğin: 1. Almanya, üç hafta; 2. Fransa, bir hafta; 3. İtalya, dört gün)
_____

9. Anadili sizinkinden farklı olan insanlarla ne sıklıkta İngilizce iletişim kuruyorsunuz?

A) Hiçbir zaman
B) Nadiren
C) Bazen
D) Sıklıkla
E) Her zaman

10. Anadiliniz

A) Türkçe
B) Diğer: _____

11. Konuştuğunuz diğer diller
_____

12. Bölümünüz
_____

13. Okuduğunuz üniversitenin türü

A) Devlet üniversitesi
B) Vakıf üniversitesi

14. Hazırlık okulunu bitirdikten sonra bölümünüzde yüzde kaç İngilizce eğitim alacaksınız?

A) %100
B) %70
C) %50
D) %30
E) %0

Anket bitti. Katkınız için teşekkür ederiz. Araştırmanın sonuçları hakkında bilgi sahibi olmak isterseniz veya araştırma ile ilgili sorularınız olursa, araştırmacı ile yavuz.kurt@boun.edu.tr adresi üzerinden iletişim kurabilirsiniz.

APPENDIX I

STUDENT SURVEY ON ENGLISH LANGUAGE AND LEARNING AIMS

Dear participant,

The aim of this study is to reveal the views of university preparatory school students in Turkey about the current status and use of English around the world and their aims in learning English. The study is conducted by Yavuz Kurt, a PhD candidate at Boğaziçi University, under the supervision of Prof. Yasemin Bayyurt. The results will be used to create a plan for the re-evaluation of English language education offered in preparatory schools. The questionnaire has three parts and a total of 59 items. The confidentiality of your personal information will be maintained and protected at all times. The fact that your answers reflect your true thoughts is very important for the study to give reliable results.

Thank you for your contribution.

SECTION 1: Views about the English language

Please indicate your views about the following statements.

1= Strongly disagree
2= Disagree
3= Not sure
4= Agree
5= Strongly agree

For example, if you strongly agree with the following statement, you should mark as shown.

Example: I think learning English is a necessity for me.	1	2	3	4	(5)

	Strongly disagree	Disagree	Notsure	Agree	Strongly agree
1. The language in which I can express myself in international contexts is English.	1	2	3	4	5
2. English is important for communicating with people from different cultures.	1	2	3	4	5
3. People learn English to communicate primarily with native speakers.	1	2	3	4	5
4. People speak British or American English in international contexts (such as international conferences or the internet).	1	2	3	4	5
5. People with high intercultural awareness use English more effectively.	1	2	3	4	5
6. It is important to be intelligible when using English in international settings.	1	2	3	4	5
7. People can reflect their own culture in the English they speak.	1	2	3	4	5
8. Interactions in English around the world take place mostly among second or foreign speakers of English.	1	2	3	4	5
9. Speakers of English as a second/foreign language use broken or poor English.	1	2	3	4	5
10. People speak standard English in international contexts.	1	2	3	4	5
11. To be able to use English effectively, it is important to be intelligible.	1	2	3	4	5
12. Being intelligible when using English is more important than using English like an American or British.	1	2	3	4	5
13. Interactions in English around the world take place mostly among native speakers of English.	1	2	3	4	5
14. Native speakers of English always speak correct English.	1	2	3	4	5
15. People speak different varieties of English in international contexts.	1	2	3	4	5
16. Nonnative speakers of English can add new words to English.	1	2	3	4	5
17. English is important for learning about world cultures.	1	2	3	4	5
18. Being intelligible is more important than being accurate when using English.	1	2	3	4	5
19. Native speakers are the owners of the English language.	1	2	3	4	5
20. There are different varieties of English spoken around the world.	1	2	3	4	5
21. Nonnative speakers of English have a role in changing the English language.	1	2	3	4	5

SECTION 2: English learning aims

Lütfen aşağıda verilen ifadelere dair görüşlerinizi belirtiniz.

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
1. I should be able to communicate in English with my friends whose mother tongue is different from mine.	1	2	3	4	5
2. I should be able to follow international conferences, seminars, etc. in English.	1	2	3	4	5
3. I should be able to communicate in English with my instructors whose mother tongue is different from mine.	1	2	3	4	5
4. I should be intelligible when I speak in English to someone whose mother tongue is different from mine.	1	2	3	4	5
5. I should be able to read English academic resources produced by authors from different national and cultural backgrounds.	1	2	3	4	5
6. I should be able to give presentations in English to audiences whose mother tongue is different from mine.	1	2	3	4	5
7. I should have a native-like accent when I speak English.	1	2	3	4	5
8. I should be able to communicate in English with native speakers of English.	1	2	3	4	5
9. My English proficiency should be at a level to enable me to participate in international projects and research.	1	2	3	4	5
10. My English proficiency should be at a level to enable me to receive undergraduate or graduate education overseas.	1	2	3	4	5
11. I should be able to follow internet (video, blog, etc.) or artistic (movie, novel, etc.) contents produced in English by people from different countries and cultures.	1	2	3	4	5
12. I should learn standard English in order to use English effectively.	1	2	3	4	5
13. My English language skills should be at a level to communicate with native speakers of English.	1	2	3	4	5
14. My English proficiency should be at a level to enable me to succeed in my professional life.	1	2	3	4	5
15. If I learn about British or American culture, I will use English more efficiently in international situations.	1	2	3	4	5
16. I should be able to write like a native speaker of English when writing assignments, essays, etc. in English.	1	2	3	4	5
17. I should be able to communicate in English with people from any cultural background.	1	2	3	4	5
18. My English proficiency should be at a level to enable me to follow developments around the world in my undergraduate area.	1	2	3	4	5

19. People whose mother tongue is different from mine should be able to understand my writings in English.	1	2	3	4	5
20. My English language skills should be at a level to communicate with people from British or American culture.	1	2	3	4	5
21. I should be able to communicate in English with second/foreign language speakers of English.	1	2	3	4	5
22. I should be able to follow lectures in English delivered by instructors from different countries.	1	2	3	4	5
23. I should be able to use English like a native speaker.	1	2	3	4	5
24. My English proficiency should be at a level to enable me to participate in international exchange programs.	1	2	3	4	5

SECTION 3

Please provide the requested information below. Note that your personal information will be kept confidential.

1. How many years and/or months have you been learning English? (For example: "Three years and six months" or "8 months")

_____

2. Please indicate your level of English in terms of the following skills.

1 (Beginner) 2 3 (Intermediate) 4 5 (Advanced)

Reading:

Speaking:

Writing:

Listening:

3. Besides my undergraduate education, I am learning English for the following purpose(s).

A) Education
B) Job
C) Personal development
D) Moving abroad
E) Other: _____

4. Nationality

A) Turkish
B) Other: _____

5. Gender

A) Male
B) Female
C) Other

6. Date of birth (Please specify as year / month. For example: 2001/February)
_____

7. Have you been abroad?

A) Yes
B) No

8. If you have been abroad, where and for how long? Indicate the three places where you stayed the longest. (For example: 1. Germany, three weeks; 2. France, one week; 3. Italy, four days)
_____

9. How often do you communicate in English with people whose mother tongue is different

from yours?

A) Never
B) Rarely
C) Sometimes
D) Frequently
E) All the time

10. Your mother tongue

A) Turkish
B) Other: _____

11. Other languages you speak
_____

12. Your department
_____

13. The type of university you are studying at

A) State university
B) Foundation university

14. At what percentage will you receive education in English in your department after you finish the preparatory school?

A) 100%
B) 70%
C) 50%
D) 30%
E) 0%

The survey is over. Thank you for your contribution. If you want to be informed about the results of the research or if you have any questions about the research, you can contact the researcher via yavuz.kurt@boun.edu.tr.

APPENDIX J

ETHICAL APPROVAL FOR THE STUDY

T.C.
BOĞAZİÇİ ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Yüksek Lisans ve Doktora Tezleri Etik İnceleme Komisyonu

2019-08

4 Şubat 2019

Yavuz Kurt
Yabancı Diller Eğitimi

Sayın Araştırmacı,

"Türkiye'deki Uluslararası Yüksek Öğretim Kurumlarında Ortak Dil Olarak İngilizce: Öğrenci ve Öğretmen Perspektifleri" başlıklı projeniz ile ilgili olarak yaptığınız SBB-EAK 2019/12 sayılı başvuru komisyonumuz tarafından 4 Şubat 2019 tarihli toplantıda incelenmiş ve uygun bulunmuştur.

Dr. Öğr. Üyesi İnci Ayhan

Prof. Dr. Feyza Çorapçı

Doç. Dr. Mehmet Yiğit Gürdal

Doç. Dr. Ebru Kaya

Dr. Öğr. Üyesi Şebnem Yalçın

APPENDIX K

CONSENT FORM FOR INSTRUCTOR PARTICIPANTS

CONSENT FORM

Institution supporting the research: Boğaziçi University Scientific Research Projects
Name of the research: ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives
Project Manager: Prof. Yasemin Bayyurt
E-mail address: bayyurty@boun.edu.tr
Phone: 90212 359 6797
Name of the researcher: Yavuz Kurt
E-mail address: yavuz.kurt@boun.edu.tr
Phone: 90212 359 4597

Dear instructor,

Prof. Yasemin Bayyurt, lecturer at Boğaziçi University Foreign Language Education Department, and PhD student Yavuz Kurt are carrying out a scientific research project called "ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives". This study investigates the issue of using English as a common language in higher education institutions where the medium of instruction is English. Your administrator at the preparatory school unit granted permission to students and teachers to participate in this study. We invite you, as an English language instructor, to take part in our research project. Before you make a decision, we would like to inform you about the research. If you decide to participate in the research after reading this information, please sign this form and send it to the researcher in a sealed envelope.

If you agree to participate in this research, we will ask you to participate in two semi-structured interviews, each lasting 20-30 minutes. These interviews will be conducted in order to learn about your views on the English language and its teaching. These interviews will be recorded with a voice recorder.

Second, we will ask you to attend an online teacher education for six weeks. We will ask you to complete about 50 pages of weekly reading assignments through an online platform, and to participate in online discussions that will last approximately two hours per week based on these readings. Your readings and discussions will include theoretical and practical information about English as a lingua franca.

Third, we will ask you to prepare five lesson plans that reflect your own understanding of the topics focused during the six-week period and deliver these lessons to your student groups as you see appropriate. During these lessons, the researcher will make observations in the classroom as a non-participant observer.

Your participation in the study is completely voluntary. We will not give you any rewards or make any payments.

This research is carried out for scientific purposes and the confidentiality of participant information is essential. Codes will be used instead of the names of the participant instructors in the reports. Audio recordings, observation notes and other documents will be kept in a locked cabinet during our research project and will be deleted when the research is over. The findings can be used in other scientific studies and presentations.

Participation in this research is completely voluntary. If you agree to participate, you can leave the study at any stage of the research without giving a reason. We want to emphasize that the purpose of this research is not to make an assessment of success, but to understand instructors' views and practice preferences. If you would like additional information about the research project, please contact Yavuz Kurt, PhD student of Boğaziçi University Department of Foreign Language Education (Phone: 90212 359 4597 Address: Boğaziçi University, Faculty of Education Building, Room 408, 34342 Bebek, Istanbul). If you have questions about the project, you can also contact the project coordinator Prof. Yasemin Bayyurt (Phone: 90212 359 6797, E-mail: bayyurty@boun.edu.tr, Address: Boğaziçi University, Faculty of Education Building, Room 514, 34342 Bebek, Istanbul). You can also apply to Boğaziçi University Ethics Committee for Master and PhD Theses in Social Sciences and Humanities for information on your rights regarding this study (E-mail: sbe-ethics@boun.edu.tr).

If you agree to participate in this research project, please sign this form and return it to us in a sealed envelope.

I, ..., have read the text above and I fully understand the scope and purpose of the study I was asked to participate in. I understood my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understand that I can leave the study whenever I want and without giving any reason, and that I will not face any negative consequences if I quit.

Under these circumstances, I agree to participate in this research voluntarily, without any pressure or coercion.

I have / do not want to receive a sample of the form.

Participant's Name-Surname: .....

Signature: .....

Address (Phone Number, Fax Number, if any): ....

....

Date (day/month/year):...../...../.....

Researcher's Name-Surname: .....

Signature: .....

Address (Phone Number, Fax Number, if any): ....

....

Date (day/month/year):...../...../.....

APPENDIX L

CONSENT FORM FOR SURVEY PARTICIPANTS

CONSENT FORM

Institution supporting the research: Boğaziçi University Scientific Research Projects
Name of the research: ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives
Project Manager: Prof. Yasemin Bayyurt
E-mail address: bayyurty@boun.edu.tr
Phone: 90212 359 6797
Name of the researcher: Yavuz Kurt
E-mail address: yavuz.kurt@boun.edu.tr
Phone: 90212 359 4597

Dear student,

Prof. Yasemin Bayyurt, lecturer at Boğaziçi University Foreign Language Education Department, and PhD student Yavuz Kurt are carrying out a scientific research project called "ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives". This study investigates the issue of using English as a common language in higher education institutions where the medium of instruction is English. Your administrator at the preparatory school unit granted permission to students and teachers to participate in this study. We invite you, as a prep school student, to take part in our research project. Before you make a decision, we would like to inform you about the research. If you decide to participate in the research after reading this information, please sign this form and submit it to the researcher.

If you agree to participate in this research, we will ask you to fill out a questionnaire that will take approximately 20-25 minutes. In this survey, we will seek your views on the current status of the English language and your language learning goals.

Your participation in the study is completely voluntary. We will not give you any rewards or make any payments.

This research is carried out for scientific purposes and the confidentiality of participant information is essential. Your name will not be asked in the survey. The collected data will be kept in a locked cabinet during our project and will be deleted when the research is over. The findings can be used in other scientific studies and presentations.

Participation in this research is completely voluntary. If you agree to participate, you can leave the study at any stage of the research without giving a reason. If you would like additional information about the research project, please contact Yavuz Kurt, PhD student of Boğaziçi University Department of Foreign Language Education (Phone: 90212 359 4597 Address: Boğaziçi University, Faculty of Education Building, Room 408, 34342 Bebek, Istanbul). If you have questions about the project, you can also contact the project coordinator Prof. Yasemin Bayyurt (Phone: 90212 359 6797, E-mail: bayyurty@boun.edu.tr, Address: Boğaziçi University, Faculty of Education Building, Room 514, 34342 Bebek, Istanbul). You can also

apply to Boğaziçi University Ethics Committee for Master and PhD Theses in Social Sciences and Humanities for information on your rights regarding this study (E-mail: sbe-ethics@boun.edu.tr).

If you agree to participate in this research project, please sign this form and return it to the researcher.

I, ..., have read the text above and I fully understand the scope and purpose of the study I was asked to participate in. I understood my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understand that I can leave the study whenever I want and without giving any reason, and that I will not face any negative consequences if I quit.

Under these circumstances, I agree to participate in this research voluntarily, without any pressure or coercion.

I have / do not want to receive a sample of the form.

Participant's Name-Surname: .....

Signature: .....

Address (Phone Number, Fax Number, if any): ....

....

Date (day/month/year):...../...../.....

Name-Surname of the Participant's Guardian, if any: .....

Signature: .....

Date (day/month/year):...../...../.....

Researcher's Name-Surname: ..... .

Signature: .....

Date (day/month/year):...../...../.....

APPENDIX M

CONSENT FORM FOR FOCUS-GROUP PARTICIPANTS

CONSENT FORM

Institution supporting the research: Boğaziçi University Scientific Research Projects
Name of the research: ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives
Project Manager: Prof. Yasemin Bayyurt
E-mail address: bayyurty@boun.edu.tr
Phone: 90212 359 6797
Name of the researcher: Yavuz Kurt
E-mail address: yavuz.kurt@boun.edu.tr
Phone: 90212 359 4597

Dear student,

Prof. Yasemin Bayyurt, lecturer at Boğaziçi University Foreign Language Education Department, and PhD student Yavuz Kurt are carrying out a scientific research project called "ELF in International Higher Education Institutions in Turkey: Learner and Instructor Perspectives". This study investigates the issue of using English as a common language in higher education institutions where the medium of instruction is English. Your administrator at the preparatory school unit granted permission to students and teachers to participate in this study. We invite you, as a prep school student, to take part in our research project. Before you make a decision, we would like to inform you about the research. If you decide to participate in the research after reading this information, please sign this form and submit it to the researcher.

If you agree to participate in this research, we will ask you to participate in a focus-group interview that will last approximately 20-30 minutes. The purpose of this interview is to learn about your thoughts on the lesson you have just attended. The interviews will be recorded with a voice recorder.

Your participation in the study is completely voluntary. We will not give you any rewards or make any payments.

This research is carried out for scientific purposes and the confidentiality of participant information is essential. Codes will be used instead of the names of the participant students in the reports. After the audio recordings are transcribed, they will be kept in a locked cabinet during our research project and will be deleted when the research is over. The data obtained from this study can be used in other scientific studies or presentations.

If you agree to participate, you can end the interview at any stage without giving a reason. If you quit the interview, the data obtained from you will not be used in the study. If you would like additional information about the research project, please contact Yavuz Kurt, PhD student of Boğaziçi University Department of Foreign Language Education (Phone: 90212 359 4597 Address: Boğaziçi University, Faculty of Education Building, Room 408, 34342 Bebek,

Istanbul). If you have questions about the project, you can also contact the project coordinator Prof. Yasemin Bayyurt (Phone: 90212 359 6797, E-mail: bayyurty@boun.edu.tr, Address: Boğaziçi University, Faculty of Education Building, Room 514, 34342 Bebek, Istanbul). You can also apply to Boğaziçi University Ethics Committee for Master and PhD Theses in Social Sciences and Humanities for information on your rights regarding this study (E-mail: sbe-ethics@boun.edu.tr).

If you agree to participate in this research project, please sign this form and return it to the researcher.

I, ..., have read the text above and I fully understand the scope and purpose of the study I was asked to participate in. I understood my responsibilities as a volunteer. I had the opportunity to ask questions about the study. I understand that I can leave the study whenever I want and without giving any reason, and that I will not face any negative consequences if I quit.

Under these circumstances, I agree to participate in this research voluntarily, without any pressure or coercion.

I have / do not want to receive a sample of the form.

Participant's Name-Surname: .....

Signature: .....

Address (Phone Number, Fax Number, if any): ....

....

Date (day/month/year):...../...../.....

Name-Surname of the Participant's Guardian, if any: .....

Signature: .....

Date (day/month/year):...../...../.....

Researcher's Name-Surname: ..... .

Signature: .....

Date (day/month/year):...../...../.....

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