

**REPUBLIC OF TURKEY
SAKARYA UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF ELF IN TURKEY: ARE
THEY READY TO EMBRACE ELF IN THEIR TEACHING PRACTICES?**

MASTER'S THESIS

BÜŞRA KAMAZ GÜMÜŞEL

SUPERVISOR

PROF. DR. FİRDEVS KARAHAN

JUNE 2019

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DECLARATION

I declare that the current thesis has been prepared by me, and it has been carried out in accordance with academic rules and ethical conduct. I also declare that I have cited and referenced all the information used in the thesis.



Signature

Büşra KAMAZ GÜMÜŞEL

12.07.2019

JÜRİ ÜYELERİNİN İMZA SAYFASI

“English Language Teachers’ Perceptions of ELF in Turkey: Are They Ready to Embrace ELF in Their Teaching Practices?” başlıklı bu yüksek lisans tezi, İngiliz Dili Eğitimi Bilim Dalı’nda hazırlanmış ve jürimiz tarafından kabul edilmiştir.

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Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.



Prof. Dr. Ömer Faruk TUTKUN

Eğitim Bilimleri Enstitüsü Müdürü

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ABSTRACT

ENGLISH LANGUAGE TEACHERS' PERCEPTIONS OF ELF IN TURKEY: ARE THEY READY TO EMBRACE ELF IN THEIR TEACHING PRACTICES?

Büşra KAMAZ GÜMÜŞEL, Yüksek Lisans Tezi

Supervisor: Prof. Dr. Firdevs KARAHAN

Sakarya University, 2019

The study aimed at understanding in-service English language teachers' attitudes towards English as a Lingua Franca (ELF) paradigm which have arisen as a result of the use of English in the global world. The study investigated teachers' attitudes in relation to their own English learning, their students' English learning, and ELT environments along with their preferences for intelligibility and accuracy. A questionnaire, which consisted of 19 Likert-scale items, was adapted from Jaramillo (2014). The questionnaire results were also used in order to explore teachers' attitudes in terms of their experience and institutions (MoNE and HEC). Also, a Judgement Task was adapted from Dewey (2011) and 7 lexicogrammatically deviated sentences were rated in terms of a) correctness, b) acceptability, c) intelligibility and d) importance for classroom correction by the participants. The participants were chosen in line with convenience sampling method. 133 teachers who were teaching English at kindergartens, primary schools, secondary schools, high schools and universities took part in the study. Moreover, structured interviews were conducted with 7 of the participants in order to understand the reasons behind their preferences. The interviews were analyzed in accordance with qualitative data analysis procedures put forward by Creswell (2012) and the quantitative data obtained from questionnaire answers were analyzed in SPSS 25.

The study revealed that teachers had a dual orientation in their perceptions of ELF and the varieties of English in that they favored native-like attainment in speaking both for themselves and for their students while they acknowledged the importance of the integration of non-native varieties (Indian, Asian, etc) in English language classrooms. Considering the differences in teachers' preferences in terms of experience, Kruskal Wallis Test did not show any significant differences. However, Mann Whitney U Test revealed significant differences in terms of teachers' institutions (MoNE and HEC) for some of the items in the questionnaire. Furthermore, structured interviews showed that teachers emphasized the integration of elements from non-native varieties of English and they

found the non-native varieties as acceptable and comprehensible. On the other hand, they labeled native varieties with correctness and intelligibility criteria. Also, the participants found the lexico-grammatically deviated sentences, which were common characteristics of ELF interactions, as acceptable and intelligible. These deviated sentences, on the contrary, were found to be incorrect and important for classroom correction. Another significant finding of the judgement task was that teachers found grammatically deviated sentences less correct than lexically deviated ones.

The findings of the present study provided evidence for Turkish in-service teachers' current understanding of the tenets of ELF and pedagogical implications in ELT were presented at the end of the study.

Key words: English as a Lingua Franca, native varieties of English, non-native varieties of English, World Englishes

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN ORTAK DİL OLARAK İNGİLİZCE YAKLAŞIMINA KARŞI TUTUMLARI: ÖĞRETMENLER ORTAK DİL OLARAK İNGİLİZCE YAKLAŞIMINI SINIFLARINDA UYGULAMAK İÇİN HAZIR MI?

Büşra KAMAZ GÜMÜŞEL, Yüksek Lisans Tezi

Danışman: Prof. Dr. Firdevs KARAHAN

Sakarya Üniversitesi, 2019

Bu çalışma Türkiye'de görev yapmakta olan İngilizce öğretmenlerinin İngilizce'nin küresel olarak kullanımından ortaya çıkan Ortak Dil Olarak İngilizce (ODİ) kavramına ilişkin tutumlarını araştırmayı amaçlamıştır. Çalışma öğretmenlerin anlaşılabilirlik ve doğruluk kavramlarına ilişkin görüşleriyle birlikte kendi İngilizce öğrenimleri, öğrencilerinin İngilizce öğrenimleri ve İngilizce öğretim ortamları bağlamında ODİ kavramına ilişkin tutumlarını dört başlık altında incelemeyi amaçlamıştır. Bu amaca dönük olarak Jaramillo (2014)'dan alınan 19 soruluk Likert ölçekli sorudan oluşan bir anket kullanılmıştır. Ayrıca, öğretmenlerin ankete verdikleri cevaplar tecrübe yılı ve çalıştıkları kurumlar (MEB ve YÖK) bakımından kıyaslanmıştır. Bunun yanısıra, Dewey (2011)'den alınan, ODİ kullanımının bir sonucu olarak ortaya çıkan ortak sözcük ve dilbilgisel hatalardan oluşan 7 cümlelik yargı testi kullanılmıştır. Bu yargı testinde cümleler katılımcılar tarafından a) doğruluk, b) kabul edilebilirlik, c) anlaşılabilirlik ve d) sınıfta düzeltilme önemi bakımından derecelendirilmiştir. Katılımcılar kolay ulaşılabilir örnekleme yoluyla seçilmiş ve anaokulu, ilkokul, ortaokul, lise ve üniversitelerde İngilizce öğreten 133 öğretmen çalışmaya dahil edilmiştir. Ayrıca, 7 katılımcıyla ODİ kullanımı ile ilgili ankette verdikleri cevapların nedenlerini araştırmak ve görüşlerinin alınması için yapılandırılmış mülakatlar yapılmıştır. Mülakat sonuçları Creswell (2012)'de belirtilen nitel veri analizi yöntemlerine göre ve anketlerden elde edilen nicel veriler SPSS 25 programı kullanılarak analiz edilmiştir.

Çalışma sonucunda öğretmenler hem kendileri hem de öğrencileri için konuşmada Standart İngilizce çeşitleri olan Amerikan ya da İngiliz İngilizcesi gibi İngilizceleri kullanma eğiliminde olmalarına karşın İngilizce öğretiminde Standart olmayan İngilizce çeşitlerinin (Hint, Asya İngilizceleri vb.) önemli olduğunu kabul etmişlerdir. Bu nedenle öğretmenler iki farklı eğilim göstermişlerdir. Ayrıca, öğretmenlerin ankete verdikleri cevapları tecrübe

bakımından kıyaslamak için Kruskal Wallis Testi yapılmış ve cevapları arasında istatistiksel olarak anlamlı bir fark bulunmamıştır. Ancak, öğretmenlerin İngilizce öğrettikleri kurumları bakımından cevaplarını kıyaslamak için yapılan Mann Whitney U Test sonuçlarına göre bazı maddeler için anlamlı farklılık tespit edilmiştir. Yapılandırılmış görüşmelerde ise öğretmenler standart olmayan İngilizce çeşitlerini sınıflarında kullanmanın önemini vurgulamış ve bu standart olmayan İngilizce çeşitlerini kabul edilebilir ve anlaşılabilir bulmuşlardır. Standart İngilizce çeşitlerini ise doğruluk ve anlaşılabilirlik ile ilişkilendirmişlerdir. Sözcük ve dilbilgisel hataların bulunduğu yargı testinde de katılımcılar bu cümleleri kabul edilebilir ve anlaşılır bulmuşlardır. Buna karşın, bu cümleler doğru olarak algılanmamış ve sınıfta düzeltilmesi gerektiği düşünülmüştür. Yargı testinden edinilen bir diğer önemli bulgu ise sözcüksel hata içeren cümleler dilbilgisel hata içerenlere göre öğretmenler tarafından daha doğru algılanmıştır. Dilbilgisel hataların sınıf içerisinde düzeltilmesi sözcüksel hatalara göre daha önemli bulunmuştur.

Bu çalışmanın sonuçları Türkiye’de görev yapmakta olan İngilizce öğretmenlerinin ODİ kavramına ilişkin güncel tutumlarına ilişkin kanıtlar sunmaktadır ve İngiliz Dili Eğitimi alanındaki uygulamaya dönük çıkarımlar sonuç bölümünde verilmiştir.

Anahtar Kelimeler: Ortak Dil Olarak İngilizce, Standart İngilizce Çeşitleri, Standart Olmayan İngilizce Çeşitleri, Dünya İngilizceleri

LIST OF TABLES

Table 1 The discrimination between EFL and ELF (Jenkins, 2011)	18
Table 2 The profile of the participants	31
Table 3 The Attitude Questionnaire used in this study (Jaramillo, 2014)	33
Table 4 A sample questionnaire item from the Judgement Task (Dewey, 2011)	34
Table 5 Teachers' attitudes towards native and non-native varieties of English for themselves	37
Table 6 Teachers' attitudes towards native and non-native varieties of English for their students.....	40
Table 7 Teachers' attitudes towards native and non-native varieties of English for ELT Environments.....	42
Table 8 Teachers' attitudes towards accuracy and intelligibility in ELT	44
Table 9 Teachers' mean scores for the Judgement Task	48
Table 10 Paired-Samples t-test results for the Judgement Task adapted from Dewey (2011).....	51
Table 11 Interviewees' profile.....	52
Table 12 <i>Interviewees' use of English outside of the classroom</i>	52
Table 13 Interviewees' reasons for NES preferences for themselves	53
Table 14 Interviewees' reasons for NNES preferences for themselves.....	53
Table 15 Interviewees' reasons for a native variety preference for the students and teaching environments	55
Table 16 Interviewees' reasons for a non-native variety preference for their students and teaching environments.....	55
Table 17 Interviewees' reasons for their preferences for intelligibility.....	56
Table 18 Interviewees' reasons for their preferences for accuracy	57

LIST OF FIGURES

Figure 1. Kachru (1985)'s concentric circles of English (p. 12)	11
Figure 2. Kachru (1991)'s three circles model (p. 179).....	12
Figure 3. Teachers' responses in relation to NES and NNES preferences for themselves	38
Figure 4. Teachers' responses in relation to NES and NNES preferences for their students.....	41
Figure 5. Teachers' responses in relation to NES and NNES preferences for ELT environments	43
Figure 6. Teachers' emphasis on accuracy and intelligibility	45
Figure 7. Teachers' significantly different perceptions of native and non-native varieties of English in relation to the institution	46
Figure 8. Teachers' ratings for the utterances in terms of correctness, acceptability and intelligibility for international communication and importance for classroom correction.....	50

ABBREVIATIONS

CEFR: Common European Framework of Reference

EFL: English as a Foreign Language

EIL: English as an International Language

ELF: English as a Lingua Franca

ELFA: Lingua Franca in Academic Settings

ELT: English Language Teaching

ESL: English as a Second Language

HEB: Higher Education Board

L1: Native Language / Mother Tongue

L2: Second/Foreign Language

LFC: Lingua Franca Core

NESs: Native English Speakers

NNESs: Non-native English Speakers

SE: Standard English

SLA: Second Language Acquisition

SPSS: Statistical Package for the Social Sciences

WE: World Englishes

MoNE: Ministry of National Education

VOICE: The Vienna-Oxford International Corpus of English

TABLE OF CONTENTS

DECLARATION	i
JÜRİ ÜYELERİNİN İMZA SAYFASI	ii
ACKNOWLEDGMENTS.....	iii
ABSTRACT	iv
ÖZET	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABBREVIATIONS.....	x
INTRODUCTION	1
1.1. Background of the study	1
1.2. Statement of the problem and aims of the study	2
1.3. Significance of the study.....	6
1.4. Research questions	6
1.5. Assumptions	7
1.6. Limitations	8
1.7. Definition of concepts in ELF research	8
LITERATURE REVIEW	10
2.1. Introduction.....	10
2.2. The paradigm of ELF	10
2.2.1. Native speakerism.....	13
2.2.2. The ownership of English	14
2.2.3. The intelligibility	14
2.3. ELF research in ELT	16
2.3.1. The differences between EFL and ELF	17

2.3.2. The phases of ELF research in ELT	18
2.4. Research studies focusing on pre-service and in-service English language teachers' perceptions.....	19
2.4.1. Research studies from a global perspective.....	19
2.4.2. Research studies in Turkey.....	24
2.5. Research studies to raise pre-service and in-service teachers' awareness about ELF	26
2.6. Overview of the aforementioned research studies.....	28
METHODOLOGY	29
3.1. Introduction.....	29
This chapter presents the method of the study, the profile of the participants, the instruments used in the study and the data analysis procedures in detail.	29
3.2. Design of the study.....	29
3.3. The participants of the study.....	30
3.4. The instruments and data collection procedures	31
3.5. Data analysis	34
FINDINGS	36
4.1. Introduction.....	36
4.2. Findings of the questionnaire	36
4.2.1. Teachers' attitudes towards native and non-native varieties for themselves	37
4.2.2. Teachers' attitudes towards native and non-native varieties of English for their students.....	39
4.2.3. Teachers' attitudes towards native and non-native varieties of English for ELT environments	41
4.2.4. Teachers' attitudes towards accuracy and intelligibility in ELT	44
4.2.5. Teachers' attitudes in relation to experience.....	45

4.2.6. Teachers' attitudes in relation to the institution	45
4.3. Findings of the judgement task	47
4.3.1. Teachers' responses to the judgement task	47
4.3.2. The differences in teachers' responses to the judgement task	50
4.4. Findings of structured interviews	51
RESULTS, DISCUSSION AND SUGGESTIONS	58
5.1. Introduction	58
5.2. Discussion of questionnaire results	58
5.2.1. Discussion of teachers' attitudes towards native and non-native varieties of English for themselves	58
5.2.2. Discussion of teachers' attitudes towards native and non-native varieties of English for their students	59
5.2.3. Discussion of teachers' attitudes towards native and non-native varieties of English for ELT environments.....	61
5.2.4. Discussion of teachers' attitudes towards intelligibility and accuracy.....	62
5.2.5. Discussion of teachers' attitudes in relation to experience.....	63
5.2.6. Discussion of teachers' attitudes in relation to the institution	63
5.3. Discussion of judgement task results.....	65
5.4. Discussion of structured interview results	67
5.5. Suggestions	68
5.5.1. Suggestions based on the present study	68
5.5.2. Suggestions for future research studies	69
CONCLUSION.....	70
6.1. Introduction	70
6.2. Summary of the main findings.....	70
6.3. Pedagogical implications of the study.....	71

REFERENCES	73
APPENDICES	81
Appendix 1. The questionnaires used in the study	81
Appendix 2. Consents obtained through e-mails	85
Appendix 3. Structured interview questions	87
Appendix 4. Kruskal Wallis Test results for the analysis of the results in relation to experience.....	89
Appendix 5. Mann Whitney U Test results for the analysis of the results in relation to the institute (school type) of the teachers	92
Appendix 6. The approval of the ethics committee of Sakarya University	94
CURRICULUM VITAE.....	95

CHAPTER I

INTRODUCTION

1.1. Background of the study

The advances in technology, the invention of the internet and social media, international ties in businesses, diplomatic relations between countries, tourism, and student mobility programs in education have contributed to the globalization of the world. Due to the phenomena of globalization, the number of communicative occasions among people who do not share the same native language (L1, henceforth) has increased. The available, most frequent and common means of these communicative occasions, in today's world, has become English (Crystal, 2003; Cogo, 2012; Jenkins, 2015).

The reason why English has become the lingua franca of the world has to be elaborated in this respect. The rise of the US as the economic and diplomatic power after World War II and the power of British colonialism towards the end of the nineteenth century may be the starting point to understand the significant role of English today. Crystal (2003) argues that the rise of English as the dominant language all around the world has its roots in the countries where the British colonialism has an effect. He also states that the settlements of English speaking people in America have paved the way for the spread of English into America. Moreover, the intellectuals who have had contributions to science, technology and manufacturing were living in an English speaking environment and thus they have led the terms used in science and technology to be in English during the Industrial Revolution Period in the world (p. 81).

Dominance of English in the written works and spoken interactions has given rise to a need to make English as a common means of communication for people who have been involved in cross-cultural and international communicative contexts. Therefore, they have been urged to use English in everyday, educational and working lives and they have become active users of English inevitably. This situation resulted in English to become the global *lingua franca* with positions such as mother tongue, official language and second/foreign language (Crystal, 2003). Based on the different positions of English, Kachru (1990)'s classification of countries proposes three circles which are inner, outer and expanding circles. The countries such as the USA, the UK, Ireland, Canada, Australia

and New Zealand where English is used as a mother tongue are in the inner circle. These countries include the individuals who use English as an L1 representing the native speakers of English (NESs, henceforth). Secondly, the outer circle countries encompass countries such as such as Nigeria, Zambia and Singapore where English has an official status along with another official language or L1. Thirdly, the expanding circle includes the countries such as China, Indonesia, Greece, Japan and Turkey where English has no official status but it has a leading role in everyday life and education. In this vein, Crystal (2003) suggests that English has become the most popular language to be learnt and employed in the expanding circle countries and he (2003) argues that English is used in every country regardless of its status as an L1, L2 (second language, henceforth) or a foreign language. Therefore, due to the fact that English is now used by more non-native speakers (NNEs, henceforth) than NESs, English does not belong to only speakers who are using it as a mother tongue but to those who use it for any purpose (Graddol, 1999, 2006). In addition, Seidlhofer (2004) and Haberland (2011) suggest that most of the use of English occurs among NNEs. Likewise, Crystal (2000) highlights the growing number of English speakers who are non-natives in intercultural communicative occasions.

1.2. Statement of the problem and aims of the study

The position of English as the dominant language in politics, academia, science and technology resulted in the dominance of NNEs (Crystal, 2003; Kachru, 2003). In this vein, the communications in English mostly occur among people who are not native speakers of English and two billion people use English (Graddol, 2006). Due to this fact a number of questions has been raised such as the intelligibility of English language usages among NNEs (Jenkins, 2000), the ownership of English (Matsuda, 2002), native speaker fallacy or “linguistic imperialism” of English over other languages (Philipson, 1992) about the use of English in the global world. The inquiry of these questions, definitely, has its projections in English Language Teaching (ELT, henceforth) field. So far, a number of research studies in ELT has been conducted on the issue of ELF from different aspects such as learners’ and teachers’ attitudes (Timmis, 2002; Sifakis and Sougari, 2005; Cogo, 2010; Ranta, 2010; Young and Walsh, 2010; Coşkun, 2011; Dewey, 2011; İnceçay and Akyel, 2014; Jaramillo, 2014; Kaur, 2014; Soruç, 2015) , features of ELF communications (House; 2002; Seidlhofer, 2004; Jenkins, 2007; Jenkins, 2011), ownership of English (Matsuda, 2002; Dewey, 2011) raising teachers’ awareness about ELF (Suzuki, 2011;

Kemaloğlu-Er and Bayyurt, 2016; Deniz, 2017; Kemaloğlu-Er, 2017; Bayyurt and Sifakis, 2015). The aforementioned research studies suggest that the unique nature of English language necessitates a different approach in ELT and teachers should be able to integrate an ELF-oriented approach in their classrooms. Moreover, Cogo (2012) states that learners and teachers should be given space to integrate a non-native variety aspect into their teaching and learning practices. Alptekin (2002), likewise, argues that learners should be engaged in activities where the global role of English is emphasized without restricting them to the native speaker norms which makes the learning environments misleading. Alptekin (2002) also criticizes the long-held practices in ELT in that these practices are largely based on native speaker norms and do not project the real uses of English among speakers who are non-natives. Therefore, the phenomena of ELF necessitates further research in ELT and therefore understanding stakeholders' perceptions and preferences about ELF and the varieties that emerge as a result of the status of English as a global language is crucial. Also, it is important to investigate whether the teachers are aware of the global role of English or not.

Within the scope of the present study, the participant teachers represent the NNEs who teach English in Turkey, an expanding circle country. English is the primary foreign language taught in schools starting in grade 2 and continuing until grade 12 in Turkey. Moreover, English is offered at kindergartens at private schools and some public schools in Turkey and they also function within Turkish Ministry of National Education (MoNE, henceforth). In Turkish National Education System, compulsory education starts at grade 1 and kindergarten education is optional. In this system, first four years of education is the primary education. Students start their secondary school education in 5th grade and finish it in 8th grade. Then, they continue their high school education starting from 9th grade until 12th grade. MoNE separates 9th – 12th Grades English Curriculum and 2nd – 8th Grades English Curriculum. 9th – 12th Grades English Curriculum favors an approach in which communicative competence is emphasized along with the status of English as a lingua franca (MoNE, 2018b, p. 5). MoNE puts the emphasis on the notion of communicative competence (Hymes, 1972; Canale & Swain, 1980) which stresses native speakers' (NESs, henceforth) norms for the use of English for the learners of English. However, a recent approach within the scope of ELF research has proposed that an intercultural communicative competence should be given space in foreign or second language classrooms in order to fulfill the requirements of English as a global language (Alptekin,

2002). Despite MoNE gives a place for English as a global language, it creates a confusion for the teachers by the reason of that achieving a communicative competence requires the teaching and learning practices to be based on a standard English model which underestimates the power of NNEs.

Likewise, 2nd – 8th Grades English Curriculum of MoNE focuses on communication skills among primary and secondary school learners of English. However, the global use of English is not included in 2nd – 8th Grades English Curriculum. MoNE has made the amendments in order to move on to a communication-oriented approach from grammar-oriented English Language classrooms (MoNE, 2018a). However, an ELF approach in ELT does not favor a native-speaker bound approach such as the traditional communicative competence (Alptekin, 2002; Leung, 2005; Jenkins, 2006). The current curriculum, to this end, fails to demonstrate the prevailing conception of ELF.

In Turkish context, where English is recognized as the primary foreign language which is taught from 2nd grade to 12th grade in the education system, teachers' awareness and their understanding about ELF and varieties of English may require further research by focusing on their perceptions, beliefs, ideas and attitudes (Jenkins, 2005; Sifakis, 2007). Regardless of the grades they are teaching at, in-service English teachers' perceptions of ELF and how they react to the basic tenets of ELF should be investigated and documented. It is also important to determine to what extent the teachers are ready to embrace the basic tenets of ELF. Although the policy makers and the scholars within MoNE refer to the global role of English and its importance in the official curriculums, they fail to demonstrate the basic characteristics of ELF in ELT and this may create confusion for the teachers. Teachers' beliefs and attitudes may be shaped by the traditional EFL contexts where the global use of English is underestimated or neglected.

Furthermore, the universities are affiliated to Higher Education Council (HEC, henceforth) and university instructors who are working in Turkey are part of the present study. The English instructors, at the preparatory and departmental programs, offer courses which focus on the four skills (listening, reading, writing and speaking) in English language. The main purpose of the preparatory programs or the departmental English courses is to improve students' English proficiencies in order to make them competent users of English in order to comprehend the academic publishing in the related field and English is the compulsory course at the universities in Turkey (Kırkgöz, 2007). Therefore, English

education at the universities prepares students for the academia and enhances them to be active users of English. To this end, university instructors are included in the study.

In the light of the above mentioned facts, the present research study investigates in-service teachers' perceptions of ELF in terms of their own English learning, students' learning and ELT environments along with their attitudes towards accuracy and intelligibility issues in the foreign language classrooms. Looking at the phenomena in four dimensions, the study also focuses on teachers' familiarity, tolerance, preferences, and awareness about the paradigm of ELF. Their responses are investigated in relation to their experience (novice, inexperienced, experienced) and the institutions (MoNE and HEC). The novice, inexperienced and experienced teachers represent the ones who have experience between 1 – 3 years, 4 – 5 years and more than 5 years respectively. Moreover, teachers' perceptions are investigated in relation to their teaching contexts which are categorized as schools within MoNE (from kindergarten to high schools) and tertiary education institutions (universities) within HEC. The specific questionnaire items, which are discussed in the methodology section, report teachers' preferences of native and non-native models for themselves, for their students and for the desired language learning environments. Teachers' aspirations towards intelligibility and accuracy are also revealed in the study. At the end of the study, teachers' awareness and understanding about the global use of English, whether they prioritize intelligibility or accuracy are revealed.

Moreover, a judgement task adapted from Dewey (2011) is used. The judgement task include sentences which have common lexico-grammatical features of ELF interactions. The participating teachers rate the sentences in terms of intelligibility, acceptability, correctness and importance of classroom correction. The answers given to the judgement task reveal to what extent the teachers find these sentences correct, acceptable, intelligible and important for classroom correction. Also, the results obtained from the judgement task and attitude survey are discussed in relation to teachers' explicit preference ratings and lexico-grammatically deviated sentence ratings.

The structured interviews are also used to further understand the reasons behind teachers' preferences and attitudes. The qualitative data will reveal teachers' beliefs, ideas and perceptions in detail.

1.3. Significance of the study

Firstly, the present study sheds light on the current perceptions of in-service English teachers who are working at schools within MoNE and English preparatory programs at different universities in Turkey. The findings of the present study are intended to be used to describe and document in-service teachers' views about different varieties of English and their preferences towards the issues related to ELF by including as many participants as possible from a wide range of teaching environments. Moreover, MoNE puts emphasis on ELF in English Language Teaching curriculum at high schools and it does not include the paradigm of ELF in primary and secondary schools English language education curriculum. Therefore, it is important to describe in-service English teachers' views about ELF and their basic understandings of the tenets of ELF to further the research studies and to conduct research at the practical level.

Secondly, the present thesis study is significant in that there are not any research studies which compare in-service teachers' attitudes in relation to their institutions; that is, university instructors' and teachers who are teaching English within MoNE.

The findings of the study may also provide insights for researchers to design in-service trainings as the lack of in-service trainings for English language teachers may be a handicap for English language teachers in Turkey (Büyükyavuz, 2013; Alagözlü, 2017). Even if in-service teachers are aware of ELF, they may need in-service training about ELF to integrate specific elements in their teaching environments.

1.4. Research questions

The current study centers on the following research questions:

1. What are in-service English language teachers' attitudes towards native vs. non-native Englishes for themselves?
 - a. Are there any differences in teachers' attitudes in terms of experience (novice, inexperienced, experienced)?
 - b. Are there any differences in teachers' attitudes in terms of their institutions?
2. What are in-service English language teachers' attitudes towards native vs. non-native Englishes for their students?
 - a. Are there any differences in teachers' attitudes in terms of experience (novice,

- inexperienced, experienced)?
- b. Are there any differences in teachers' attitudes in terms of their institutions?
3. What are in-service English language teachers' attitudes towards native vs. non-native Englishes for their teaching environments?
- a. Are there any differences in teachers' attitudes in terms of experience (novice, inexperienced, experienced)?
 - b. Are there any differences in teachers' attitudes in terms of their institutions?
4. Do the teachers prioritize intelligibility or accuracy?
- a. Are there any differences in teachers' attitudes in terms of experience (novice, inexperienced, experienced)?^a
 - b. Are there any differences in teachers' attitudes in terms of their institutions?
5. To what extent do the teachers find the lexico-grammatical features of ELF as acceptable, intelligible, correct and important to correct in the classroom?
- a. Are there any differences between teachers' correctness and intelligibility, acceptability, importance for classroom correction ratings?
6. What are the reasons for teachers' preferences for native and non-native varieties of English?

1.5. Assumptions

English language teachers who are working at kindergartens, primary schools, secondary schools, high schools and universities may be found not to be ready to embrace ELF paradigm and the requirements of ELF phenomena. They might also be resistant to use Varieties of English in their classrooms, for their students and for themselves. It is also assumed that the teachers will be less likely to embrace non-native varieties for themselves, for their students and in their teaching environments. In addition, the experienced teachers are assumed to show a greater tendency to favor standard English for themselves and their students. As for the emphasis on intelligibility vs. accuracy, teachers may be inclined to emphasize accuracy in their classrooms. In addition, teachers are expected to find the lexico-grammatically deviated sentences as incorrect and important to

correct in the classroom; however, they may find the sentences intelligible and acceptable for international communication.

1.6. Limitations

The present study has some limitations. Firstly, the number of the participants may not be enough to generalize the data for all the teachers who are teaching English in Turkey. In addition, as the convenience sampling method is used for the selection of the participants, the number of them is not homogenous in terms of experience, gender and school level. Therefore, the results may not be representative of the groups which are defined in this study. Secondly, the questionnaires are given to 92 participants via Google Forms due to convenience and availability. The online questionnaire may have an impact on the reliability of the data. Finally, the interviews are sent to the participants in the written format due to the unavailability of the participants in person. Spoken interviews may yield more comprehensive data for qualitative results.

1.7. Definition of concepts in ELF research

English as a Lingua Franca (ELF): The use of English, which is the sole option, among people who have different L1s (Seidlhofer, 2011).

English as an International Language (EIL): EIL refers to the use of English in the international arena. Jenkins (2012) argues that EIL was used at the earlier stages of research on English in global and international context in order to refer to the concept neutrally; however, EIL has not been used as frequent as ELF by the reason of that EIL has an ambiguous meaning (p. 486).

In-service Language Teacher: In-service language teachers represent the teachers who are currently teaching English at different schools levels from kindergarten to universities.

World Englishes (WE): WE is the research area in which “...researchers identify and codify national varieties of English (Galloway & Rose, 2014, p. 11)”. It is also referred as an umbrella term for the varieties of English all around the world and the study of these varieties by Bolton (2004) (cited in Jenkins, 2006, p. 159).

Global Englishes (GE): The area of Global Englishes is defined as the research area that combines ELF and WE studies. GE is noted as an *umbrella term* for the study of English as

a Lingua Franca (Bolton, 2004; Galloway & Rose, 2014, p.11).

English as a Foreign Language (EFL): EFL refers to the practices of teaching and learning of English as a modern language by non-native speakers of English (Jenkins, 2011).

Standard English (SE): Jenkins (2006) remarks that Standard English is “...*the monolithic form of English* (p. 160).”

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

This chapter summarizes the related literature and background research in the field. The first part centers on main issues related to the global use of English such as native speakerism, ownership of English, and intelligibility. The second part focuses on the research studies which are conducted with the stakeholders in ELT, mainly pre-service and in-service teachers, about their perceptions of ELF. The third part summarizes the experimental research studies to raise teachers' awareness about ELF/ English as an International Language (EIL, henceforth). Finally, a brief overview of the research studies is presented.

2.2. The paradigm of ELF

Before coming to the discussion of the paradigm of ELF in today's world, one should understand the rationale behind one of the prominent conceptualizations of the use of English which is Kachru (1985)'s circles of World Englishes (WE, henceforth). The presentation of the countries is based on the role of English in these countries. These countries are represented as inner, outer and expanding circles depending on these roles such as a mother tongue, official language or a foreign language respectively. Firstly, Kachru's circles, in which inner, outer and expanding circle countries are represented in concentric circles, provide the insight that inner circle countries are at the center and these countries are the rule makers. This concentric demonstration of the countries implies a hierarchical status of inner, outer and expanding circles by undervaluing the expanding circle countries (Figure 1).

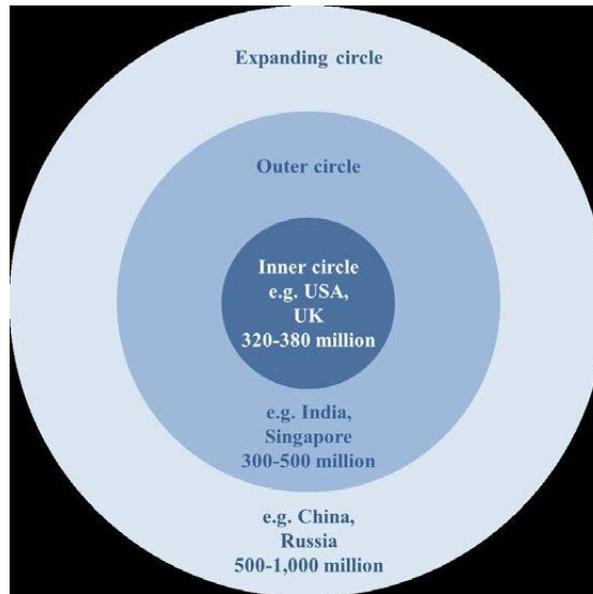


Figure 1. Kachru (1985)'s concentric circles of English (p. 12)

However, unlike the traditional notion, Kachru's currently accepted notion of World Englishes classification does not represent a hierarchical nature of inner, outer and expanding circle countries. Kachru's new model of circles of English (Figure 2), as opposed to the old model, proposes a model which is not concentric and this model prioritizes the dynamic, and nonhierarchical nature of World Englishes (Kachru, 1991). Instead of relying on the norms and rules of inner circle countries' use of English, this model emphasizes the equal role of all countries' use of English in the globalized world. In this vein, Jenkins (2009) asserts that there is not a clear-cut distinction between the groups of speakers of English and any speaker may not belong to only one circle.

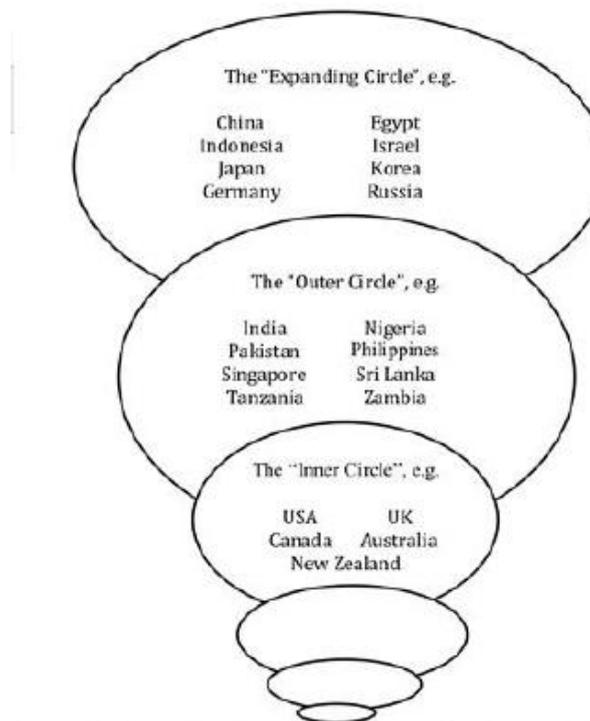


Figure 2. Kachru (1991)'s three circles model (p. 179)

As for the definition of ELF, it may be argued that the definition has undergone a change. Among the first definitions, Firth (1996) puts the emphasis on the role of English as a *contact language* among people who are not NESs in his definition. Firth (1996)'s definition implies that users of English choose English as a vehicle to communicate with others who do not share a mutual native language and these users are not NESs (p. 240). House (1999), likewise, excludes NESs in ELF interactions. According to House (1999), ELF serves as a vehicle for those who belong to different L1 backgrounds for communication.

However, other researchers such as Jenkins (2006; 2009) and Maurenan (2017) include NESs in the definition of ELF. Accordingly, Seidlhofer (2011) does not also exclude NESs in her definition and states that ELF is "...any use of English among speakers of different first languages for who English is the communicative medium of choice, and often the only option" (p. 7). Galloway and Rose (2014), additionally, define ELF as the examination of English use of people from different L1 backgrounds. The discrepancy between the earlier versions of the definitions and the current ones may suggest that ELF was once regarded to be belonging to the ones who speak English as a foreign language. However, current accepted definitions of ELF include all of English users. As Seidlhofer (2004) suggests

ELF is not a variety that is spoken in a certain geographical area, but it is a contact language among speakers from different linguacultural backgrounds and it is shared by NESs and NNESs.

2.2.1. Native speakerism

In ELF research, the superiority of NESs to NNESs has been questioned (Leung, Harris, Rampton, 1997; Rampton, 1990). Chomsky (1965)'s argument, which was largely accepted previously, about the NESs as the ideal ones in Second Language Acquisition (SLA) research has lost its popularity due to the global spread of English. Blair (2015) proposes "post-native" era in the world of globalization by suggesting a renunciation of the beliefs which emphasize NESs' dominance in ELT classrooms. According to Davies (2004), native speakers cannot be treated as the ideal speakers due to the fact that they are born into and raised in an environment where English is spoken as a mother tongue. Rampton (1990) further argues that acquisition of English from birth does not guarantee the superiority of NESs. Instead, Rampton (1990) argues that attaining the label "expert user" can be an indicator of a high proficiency in English. The traditional notion of native speaker is replaced by the term "expert user" and this term projects the current use of English. Furthermore, Rampton (1990) argues that expertise is not a fixed label, it may change according to the situations and it is questionable in contrast to native speaker label (p. 98-99). Galloway and Rose (2014), accordingly, argue that adherence to native speaker norms may pose challenges for the people who will use English in international settings. Moreover, Alptekin (2002) asserts that acquiring a native-like proficiency is *utopian*, *unrealistic* and *constraining* which reflects the delusive belief that native speakers are the desired role-models in SLA. Jenkins (2012, 2015), likewise, questions and criticizes the long-held beliefs and approaches which prioritize the native-speaker norms in ELT. Matsuda and Friedrich (2011), to this end, suggest that main objectives of learning English are "...to prepare English learners to become competent users of English in international contexts" and to make them aware of "...not only the linguistic/formal aspects of the language but also other types of competence and knowledge that are crucial particularly in international contexts" (p. 334). It may be asserted that the ultimate target is to be competent in the international arena and acquiring the intercultural competence is crucial for ELF perspective in ELT rather than imitating NESs.

2.2.2. The ownership of English

As English has become the lingua franca of the world, most of the interactions occur among speakers who do not use English as their mother tongues (Graddol, 1999; Matsuda, 2003; Rajagopalan, 2004; Kuo, 2006; Canagarajah, 2007). Crystal (2003) suggests that the future of English will be determined by the people who use it. The greater number of NNEs, in this respect, are suggested to be the owners of the language along with its native speakers (Crystal, 2003). Moreover, Nayar (1994) finds the native and non-native labeling as irrelevant in the context of English language use. Accordingly, Graddol (1997) asserts that the future of English will be shaped by NNEs rather than NESs. As Alptekin (2007) suggests, languages are not neat systems and they are subject to change over time. Likewise, Becker (1988) argues that languages should be seen as a process instead of a stable entity (p. 25). These changes brought by the NNEs have made it possible to question the ownership of English (Widdowson, 1994; Matsuda, 2002; Crystal, 2003; Seidlhofer, 2005). For example, Matsuda (2002) conducted a research study with Japanese secondary school students and the participants verified that English belonged to the international community. Moreover, Matsuda (2003) proposes the teaching of English from English as an International Language perspective in which English is not seen as a property of inner circle countries, but it is considered as a language owned by the world.

2.2.3. The intelligibility

One of the primary queries of ELF studies may be regarded as the issue of intelligibility (Jenkins, 2000) and a qualified communication necessitates the intelligibility criteria (Widdowson, 1994; 1997). Thus intelligibility of the cross-cultural interactions has been studied since 1970s. Larry Smith (1976, 1983), in this respect, has been marked as the pioneering scholar in the area of intelligibility research in cross-cultural communications (Baker, 2009; Bayyurt, 2018; Sridhar and Sridhar, 2018). Smith (1976) argues that native English varieties may pose intelligibility problems as well as non-native English varieties. In later years, Smith & Nelson (2006), with an experimental study, reveal that native varieties cause intelligibility problems more frequently than non-native varieties do (cited in Sridhar and Sridhar, 2018, p.511). Because the communications, in which NNEs are present, may have components from the L1 repertoires of the NNEs and these components may be related to phonology, lexical items, grammar and pragmatics. NESs

may not have the knowledge of their interlocutors' L1s and thus they might not be able to understand certain components in communications. To this end, extensive research studies in order to document and explain the sources of intelligibility problems and to define the characteristics of ELF communications which do not have any communication problems have been conducted. From an ELF perspective, the interactions have been explored in relation to the characteristics of phonology (Jenkins, 2000), lexico-grammar (Seidlhofer, 2004) and pragmatics (Seidlhofer, 2004; Jenkins, 2006). These studies have centered on the differences between NESs' and NNESs' employment of pronunciation and grammar rules, communication strategies and lexis usage. The studies conducted to determine the common characteristics of ELF communications are mainly corpus studies such as The Vienna-Oxford International Corpus of English (VOICE, henceforth) to determine the lexico-grammatical features (Seidlhofer, 2004) and Lingua Franca Core (LFC, henceforth) to determine the phonological features. The main objective of these studies is to determine the characteristics which do not cause any misunderstandings or comprehensibility problems (Jenkins, Cogo, & Dewey, 2011).

Jenkin (2000)'s study, LFC, on phonological features of ELF interactions provides the basis for our understanding of today's ELF interactions in terms of pronunciation. The phonological features have been found to be facilitative of mutual understanding (Jenkins, 2000; Jenkins, 2011) and these features include the replacement of dental fricatives (replacing [t] and [d] or [s] and [z] respectively), vocalization of dark /l/ and/or substitution with clear /l/, changing word stress, avoiding to use schwa such as in 'but' and using syllable-timed English rather than non-syllable-timed English (Jenkins, 2011, p. 929). LFC provides a basis to acquire a vision in order to comply with the phonology of the interlocutors from different countries (Dewey, 2011). Dewey (2011) also infers that users of ELF are not necessarily required to use these features but they have to be aware of these commonalities in order to accommodate themselves in order not to cause comprehensibility problems (p. 207).

In addition, Seidlhofer (2004)'s study, VOICE, identifies the lexico-grammatical features of ELF as the following:

- Not using the 3rd person -s (e.g. *He go to school every day*)
- Using *who* instead of *which* or vice versa (e.g. *He is a student which is 15 years old.*)

- Omitting definite and indefinite articles when they are necessary in Standard English or inserting definite and indefinite articles when they are not used in Standard English. (e.g. *I am (the) best in the class*)
- Redundant use of prepositions (e.g. *We study about Maths.*)
- Incorrect use of tag questions (e.g. *You will go to the gym, isn't it?*)
- Overusing verbs of high semantic generality (e.g. *I am going to make my homework.*)
- Replacing infinitive-constructions with *that*-clauses (e.g. *I want that...*)
- Overdoing explicitness (e.g. *Black color is my favorite.*)

Another area of research concerns the pragmatic features of ELF interactions. In this area of research, code-mixing and code-switching are identified as the most frequent strategies NNESs employ (Jenkins, Cogo and Dewey, 2011; Jenkins, 2012). Klimpfinger (2009) identifies code-switching functions as such “Specifying and addressee, introducing another idea, signaling culture, appealing for assistance” (cited in Jenkins, 2012, p. 489). In ELF research, the function of signaling culture addresses that ELF users make use of their L1 repertoires to refer to their cultural identities and prosper an explanation in order to convey their meaning. Despite the fact that NNESs’ strategies are seen as the indicators of expertise and creativity from an ELF perspective, these strategies are seen as the lack of knowledge and low proficiency within EFL which will be discussed in the next parts (Jenkins, 2011).

2.3. ELF research in ELT

The role of English in intercultural settings and the parties involved in these ELF interactions pave the way for a need for developing new perspectives in ELT, in other words, changing the traditional view of EFL. The dominance of multilingual settings in communications has been put forward by Garcia (2009), Pennycook (2010), Canagarajah (2011), Seidlhofer (2011), Jenkins (2015), Cogo (2016) and Maurenan (2012; 2018) and this situation requires a review of the theories, approaches and policies in foreign/second language classrooms (Baird, Baker and Kitazawa, 2014). Starting from the point that English has become the mostly preferred and *available* (Jenkins, 2015) language among people from varied language backgrounds, ELF research has seen a change in terms of the

studies conducted in different contexts. Beginning with the codification of ELF varieties during 1990s, ELF research has gained momentum towards the exploration of multilingual settings (Jenkins, 2015). The nature of ELF research has been brought forward as *dynamically changing* by Maurenan (2018), necessitating *continual theorization and reflection* by Baird, Baker and Kitazawa (2014), *fluid* by Jenkins (2015), and *flexible* by Kubota (2018).

2.3.1. The differences between EFL and ELF

Jenkins (2011), in her article “Accommodating (to) ELF in the International University” lists the main differences between ELF and EFL. From the perspective of English as a Foreign Language (EFL, henceforth), the learners’ deviations are seen as errors and these errors should be fixed in the course of a lesson while ELF approaches these so-called errors as deviations, modifications, innovations, and learners’ creativity. Unlike the initial status of EFL that belongs to the *modern foreign languages paradigm*, English as a Lingua Franca, at present, belongs to the *global Englishes paradigm*. In addition, *contact* and *evolution* are the main notions in ELF perspective; however, *interference* and *fossilization* are the key ones in EFL perspective. Code-mixing and code-switching, likewise, are seen as NNESS’ strategies to facilitate communications; however, these strategies are seen as the ways to fill the gaps in learners’ acquired L2s from an EFL perspective (Jenkins, 2011, p. 928).

Table 1

The discrimination between EFL and ELF (Jenkins, 2011)

EFL	ELF
Based on modern foreign languages paradigm	Based on World Englishes Paradigm
Interference and fossilization are primary	Contact and evolution are primary
Code-mixing and code-switching are used to deal with deficiencies in L2	Code-mixing and code-switching are facilitative of communications
A standard English language is prior	Variability is prior

2.3.2. The phases of ELF research in ELT

From the first scholarly written article by Jenkins (1998), ELF research has gained popularity (Jenkins, 2012, p. 486). Sifakis (2017) describes the development of ELF in three phases. Phase 1 concerns the codification of English varieties, the characteristics of ELF and the description of the common issues related to ELF. Phase 1 occurs between late 90s and early 2000s. Development of corpus studies such as VOICE, English as a Lingua Franca in Academic Settings (ELFA, henceforth), and LFC are the studies conducted during phase 1. As it is discussed in the previous sections, the main characteristics of ELF are defined at this stage. As a follow up, Phase 2 concerns ELF users, their attitudes and beliefs about ELF (mid 2000s and early 2010s). Currently, within phase 3, researchers deal with ELF as an approach in which they try to theorize ELF (Sifakis, 2017). One of the main objectives in the current view is to raise stakeholders', mainly teachers' and students', awareness about the ELF paradigm. A number of studies has been conducted in order to achieve this goal. The studies to raise teachers' awareness include Bayyurt and Sifakis (2015) in Turkey and Greece, Deniz (2017), Kemaloğlu-Er and Bayyurt (2016) in Turkey and Suzuki (2011) in Japan. The studies conducted have embraced a transformative framework in which teachers develop an inquisitive thinking about traditional ELT practices, namely EFL practices and they develop a better repertoire of teaching practices based on ELF. Moreover, Bayyurt and Sifakis (2015) asserts ELF-aware teachers may determine the future of ELT practices and not only exposing the teachers to the knowledge

of ELF, but also enhancing them to act or take action in their teaching practices, which are based on an ELF-approach, are vital to create a transformation in ELT. The constituents of ELF awareness in ELT are discussed by Sifakis (2017) and they are noted as the “awareness of language use”, “awareness of instructional practice” and “awareness of learning” (p. 2). To elaborate the terms, becoming aware of the language use refers to the conscious approach to the use of English by NNEs and their contribution to the diversity of cultures and their L1 transfer into English use. Awareness of instructional practice, likewise, corresponds to the teaching practices which incorporate a World Englishes perspective to ELT with teachers’ own views and materials used. Finally, awareness of learning refers to learners’ engagement with non-native users and carrying their personal communication experiences with NESs and NNEs into their own learning (p. 4 – 5).

In this respect, integration of ELF in ELT curriculum has been suggested in that the sociolinguistic realities of English can be projected in English learning and teaching environments with the help of an ELF approach (Sifakis, 2004, 2007; Seidlhofer, 2011; Sifakis, 2017). In addition to the studies conducted with teachers, Galloway (2013), Rose and Galloway (2014), Rose and Galloway (2017), Galloway and Rose (2018) have conducted studies so as to develop university students’ understanding about ELF in ELT. These studies, in common, conclude that students appreciate the plurality of English, the power of NNEs and they feel comfortable while speaking English when they become aware of ELF.

2.4. Research studies focusing on pre-service and in-service English language teachers’ perceptions

2.4.1. Research studies from a global perspective

Timmis (2002) investigated the attitudes of students (n=400) from 14 different countries and teachers (n=180) from 45 different countries about the native-speaker norms through a questionnaire about pronunciation, grammar and spoken grammar features of native and non-native varieties of English. Timmis argued that some of the students tended to consider NES pronunciation as a sign of proficiency and natural English while the teachers favored non-native accents more than the students. The L2 accents were associated with the identity of L2 speaker (p. 242 – 243). As the study suggested, teachers were inclined to embrace non-native norms easier and faster than the students in that teachers were aware of

the unrealistic nature of NES accents and the spoken grammar in the simultaneous speech as it was suggested by Alptekin (2002). Students were found to be willing to acquire a native-like pronunciation and in this respect, teachers were considered to be more *realistic* by Timmis (2002).

Moreover, Sifakis and Sougari (2005) conducted a research study to explore the attitudes towards pronunciation and the actual practices in ELT with 421 EFL teachers in a Greek context. The study clearly showed that the participants did not tend to abandon the EFL approach for their own practices and they were inclined to be norm-bounded. As in Turkey, the field of ELT in Greece is governed by the practices of EFL and the data obtained within the scope of this study may be due to the pervasive beliefs about the idealized Standard English. Likewise, Jenkins' (2007) study with 326 teachers revealed that they preferred British and American accents in communicative environments in that these accents were perceived as the most qualified ones. However, Sifakis and Sougari (2005) found that the participants denoted the necessity to incorporate World Englishes perspective in the curriculum as opposed to their beliefs. A later study, which was conducted by Ranta (2010) in a Finnish setting with 108 students and 34 teachers at upper secondary level, revealed that the students were found to be aware of the status of English in a globalized world when they were asked about their future experiences of speaking English. The students did not also adhere to native English varieties while using English and they did not have any difficulty in understanding NNEs. However, they desired to interact with native speakers as the schools required them to use correct English and native use provided the '*school English*' they needed to achieve the target proficiency (p. 167). As for the teachers' aspirations about native and non-native varieties of English, teachers, in line with students' preferences, did not think that a single variety should have been embraced in the classroom. However, 47 % of the participating teachers indicated that a certain variety should have been taught perpetually. Moreover, the teachers realized students' greater chance of the communication instances with NNEs in the future which meant that they were ready to embrace the tenets of ELF in their classrooms.

Furthermore, Young and Walsh (2010) investigated attitudes of 26 teachers from different countries in Europe, Africa, West, Southeast and East Asia. The participants agreed on the idea that less proficient learners may have learnt a local variety depending on the region they have got their English language training while the more proficient ones became aware of the native varieties such as British and American English. In this study, Korean and

Japanese teachers stated that the learning objectives influence the teaching practices in that the examinations required them to focus on native speaker norms and rules rather than using ELF-related concepts and features. Overall results indicated teachers' tendency not to abandon the norms of Standard English as a whole but they did not underestimate the phenomenon of Global Englishes (GE, henceforth).

Moreover, Dewey (2011) conducted a research study with 12 experienced teachers who were registered in a DELTA program and used a questionnaire to investigate teachers' objectives in taking DELTA courses, their awareness of ELF and they were asked to rate lexico-grammatically deviated sentences in terms of correctness, acceptability, intelligibility and importance for classroom communication. Although the sample size of the study was small (n=12), the participants were experienced English teachers and they were enrolled in DELTA program which was recognized all around the world and offered ELF-oriented courses to the teachers. Therefore, the participants may be regarded as being aware of the ELF paradigm. The results indicated that teachers did not find the utterances as correct with a mean score of 3.97 on a scale 1 to 6. However, the mean score for acceptability was 4.87 while the intelligibility mean score was 5.30. This illustrated the lexico-grammatical features were considered as relatively incorrect and were found to be acceptable and intelligible. The minimum correctness score was obtained for "Everybody have to do military service in my country" and Dewey argued that the redundancy in native language forms which was the use of 3rd person singular -s and found in the characteristics ELF communication, the relatively lower score for correctness was *striking*. Moreover, the judgement task included an utterance ("I didn't finish reading the book yet") which was accepted in American English but the results indicated that this statement was found to be incorrect with a correctness mean score of 4.66. The score implied that the participating teachers were bounded by the standard British English norms. In addition, the author suggested that the field of ELT did not promote a clear definition for Standard English. The standard forms were not defined clearly and these norms may have been subject to change. However, the participants of the study were governed by the correctness criteria rather than intelligibility in the classroom. Dewey (2012) also gave questionnaires to teachers who lived in the UK and had different teaching and linguistic backgrounds. The questions were related to what teachers knew about the themes of ELF, perceptions of different varieties of Englishes in terms of their significance, acquaintance, and assessment of the given varieties. The results showed that *plurality*, *ownership*, NES and NNES

division, communication purposes were noted as examples for the definitions given by the participants who showed that English teachers had developed a great understanding about the key concepts in ELF (p. 150). Although they showed a good comprehension of ELF, they were not found to be using the practices of ELF in their teaching due to the fact they perceived ELF as *meaningless*. However, some teachers seemed to familiarize their teaching practices to those of ELF. In addition, the more one familiarized ELF with his/her teaching, the more s/he tended to rate different varieties as prestigious as the native forms. As a result, Dewey articulated the need to change English language curriculum, materials and English language assessment ways or tools in his article and it was asserted that teachers should have been trained in order to employ the requirements of ELF to be able to accord with the current global status of English. Finally, the use of ELF in language classrooms was identified as inevitable by Dewey (2012).

In another study, Soruç (2015) included 45 non-native English teachers from five different expanding circle countries (Turkey, Italy, Egypt, Germany and China) in a research study. The analysis of the interviews and questionnaires clearly revealed that non-native English teachers preferred to use a NES accent rather than an accent with features of ELF although they admitted that they used specific lexico-grammar features of ELF.

In addition to the aforementioned studies, there have been thesis studies conducted in order to investigate teachers' perceptions of ELF and the attitudes towards varieties of English. Altun Evci (2010), in her M.A. thesis, investigated 448 English teachers' (from 71 different countries) perceptions of native and non-native varieties of English. In an international context, 80% of the participating teachers accredited the importance of students' exposure to native and non-native varieties of English while teaching English. Moreover, more than half of the teachers stated that they tried to implement activities in order to expose the learners to different varieties at the practical level. Moreover, attaining a native-like proficiency in grammar was regarded as more important than in speaking.

Besides, Jaramillo (2014), in her M.A. thesis study with 20 non-native students of a TESOL M.A Program at Midwestern University in the US, investigated the perceptions of ELF and their requisitions as English teachers. The results confirmed that teachers tended to favor NESs' accents and language skills rather than those of NNESSs'. However, the participants exhibited a contradiction with their preferences for NES models and approving the intelligibility of the lexically deviated sentences which were realized as common errors of NNESSs. This result presented that teachers found the NSs as models for their teaching

environments although they found the deviated sentences as acceptable and intelligible. As a conclusion, Jaramillo (2014) proposed that teachers of English were not prepared to accept ELF and its paradigms without professional training in ELF.

As for the research studies with pre-service teachers, Kaur (2014) conducted a research study in which 72 pre-service English teachers participated and 36 of the responses were analyzed. The study employed a questionnaire adopted from Jenkins (2007) and elicited answers about NESs' and NNESs' accents both qualitatively and quantitatively. As a result, the participants prioritized NSs' accents rather than those of NNSs (Spanish, Indian, Japanese, Russian, Malaysian, etc.) Of 36 participants, 32 participants chose British and American accents as the desired ones for their teaching practices. Although the participants were all Malaysian, Malaysian accent was chosen to be the best option by only 4 participants. British and American accents were chosen to be the best ones by 22 and 10 participants respectively. Moreover, the study revealed that native English accents were associated with positive terms such as "*understandable, cool, clear, intelligible*" whereas non-native accents were considered as "*hard to understand, incorrect, unclear*".

Also, Curran and Chern (2017) carried out a research study with 71 pre-service teachers in Taiwan. They focused on the attitudes of participants who had English majors, English minors and who were graduate students and interns. The study employed a questionnaire about the notions related to varieties of English, the status of English for communication, the role of culture for languages, classroom language. The results showed a difference among the groups. The interns and English majors tended to favor native speakers in terms of proficiency while English minors did not prioritize the native speakerist perspective. The findings obtained from the answers of English minors suggested they did not show a tendency to favor NES proficiency by the reason of the instrumental purposes for the use of English. English majors, on the other hand, favored NES proficiency. The reason for English major participants' inclination to prioritize native speakers was suggested to be their perception of English as a subject matter rather than an instrument in communicative occasions. Besides, the study was significant in that it provided evidence for the attitudes of pre-service teachers who were under the influence of EFL perspective in English Language Teaching.

2.4.2. Research studies in Turkey

In a Turkish context, Coşkun (2011) carried out a study with 47 pre-service English teachers and investigated their attitudes towards native and non-native varieties of English. 27 of the participants inclined to use native pronunciations as the basis in their pronunciation classes while the other participants showed an agreement to use non-native pronunciation as the preferred models in the classroom. This result suggested that the majority was guided by the standard English forms in pronunciation. Moreover, the results about the preference for a non-native teacher for themselves and for their students indicated that these teachers favored non-native teachers in English language classrooms. 66% of the participants also considered International English as the most intelligible form of English. However, 80% of the participants put the emphasis on attaining a native-like speaking for the students. Moreover, the participants preferred native speaking teachers and did not desire to include non-native varieties in their teaching contexts. Likewise, Öztürk, Çeçen and Altınmakas (2010) found that the pre-service teachers were influenced by the belief that NESs were superior to NNEs while the minority of the pre-service teachers were aware of the global use of English. However, they emphasized the importance of intelligibility in communications. Also, İnceçay and Akyel (2014) investigated the aspirations of 100 English Language Instructors and 10 teacher trainers about ELF, Standard English, the role of culture in ELT, teaching the language skills, different English accents, and acceptability of lexico-grammatical features of ELF. The study revealed that 23 of the participants did not have any idea about ELF. This implied the need to integrate the ELF perspective in undergraduate ELT education. In addition, the participants did not react to the use of ELF in their teaching environments positively in that it may have caused misunderstandings and communication may have been hindered if an ELF approach was embraced. As for the cultural aspect of ELT, the majority of the teachers indicated a tendency to include cultural elements from the Turkish context in ELT classrooms. Enhancing students' familiarity with the materials used was given as the primary reason for adopting materials from Turkish culture. Moreover, common lexico-grammatical modifications were found to be acceptable for speaking; however, these deviations were not favored for writing of the students. The interview results also revealed that both the teachers and the teacher training professionals pointed out the need for the integration of ELF paradigm at ELT departments indicating their awareness of the phenomena of ELF and its importance in today's globalized world. Correspondingly, İnal

and Özdemir (2013) included in-service and pre-service teachers along with academicians in their descriptive study and found that pre-service teachers had significantly higher tendency to embrace the tenets of ELF than in-service teachers and academicians. Moreover, they indicated that academicians emphasized the superiority of NESs while pre-service teachers criticized the EFL approach in ELT. As for in-service teachers, the researchers suggested that they were willing to embrace a change in their teaching practices in line with ELF; however, they did not have a positive attitude towards integration of ELF in the teacher education programs. This result was supported by the realities of in-service teachers' situation in which they were given a set of objectives in order to accomplish during an academic year and they were not given space to employ their own teaching objectives.

Moreover, Deniz, *et al.* (2016) explored 42 pre-service English teachers' attitudes towards ELF at a state university. The participants of the study were likely to teach within MoNE in Turkey. Their questionnaire employed five different sub-domains of ELF as such NES and NNES distinction, awareness of ELF, standard English and varieties of English, sociolinguistic aspects of ELT, and ownership of English. Although the participants were aware of the necessity of ELF approach in ELT, they were hesitant to embrace all of the tenets of ELF. Some of the participants assigned the superiority label to NESs rather than NNESs by referring to NESs as more advantageous than NNESs (p. 149). Overall, pre-service English teachers' preference were towards adopting the norms of standard English.

Additionally, Sağlık-Okur (2016) investigated the aspirations of 80 EFL teachers, 127 Turkish EFL learners and 101 international students about ELF as part of her M.A. thesis. The students found strong non-native accents unclear. And Turkish students showed a greater tendency to adopt a native speakerist perspective for themselves while international students did not see speaking like a native-speaker as the yardstick of being a good language user. The author suggested the reason for these results as the consequence of EFL teachers' attachment to native speaker norms in their teaching practices. As for teachers' answers, the study revealed that teachers preferred to include ELF in their teaching contexts. About phonological and lexico-grammatical features of ELF, the teachers desired to follow native speaker norms in writing but not in speaking. Besides, the study also found that teachers' main goal for their students was to achieve an intelligible pronunciation. Moreover, the teachers found British accent as the most desirable accent

while showing a neutral attitude towards other varieties of English such as Indian, Greek, Chinese or Turkish English.

While the literature supported the use of ELF in ELT curriculum and promoted the tasks to increase teachers' awareness about GE, varieties of English and the changing status of English, Karakaya and Hatipoglu (2017) reached unfavorable conclusions about Turkish teachers who were working with students from primary to tertiary level. In a Turkish context, the study included 50 participants and they were asked to define the basic terms in ELF such as standard English and GE. And they were required to rate their views about the use of ELF. The study revealed that most of the participants preferred to teach Standard English rather than the varieties even though 84% of the participants had an awareness about the global status of English. The findings of the study may be an indicator for the requirement of an in-service training for available teachers at schools and universities. In line with these findings, Topkaraoğlu and Dilman (2017) found similar results. They conducted a research study with 19 instructors who were teaching at a vocational school in Turkey and 60% of the participants stated that they had EFL-oriented language classrooms. The authors attributed the results to the pervasive and ongoing ELT practices which promoted EFL in Turkey. The interviews within the scope of the study showed that teachers were able to define ELF; however, the undergraduate education in ELT did not support teachers' awareness of the concepts related to ELF. The authors also stated that teachers' awareness should be promoted and raising awareness about ELF is a challenging process and needs to be achieved in time.

2.5. Research studies to raise pre-service and in-service teachers' awareness about ELF

In a Japanese context, Suzuki (2011) conducted a research study with three Japanese teacher trainees who were under the exposure of teacher training program about ELF. The study was part of a larger project which aimed at raising teacher candidates' awareness about native and non-native varieties of English. At the beginning of the course, all the participants had an acquaintance with World Englishes except for one participant. At the end of the course, the participants showed a tendency to develop a better understanding about the varieties of English and stated that they realized the different Englishes such as Singaporean and Hong Kong English (p. 148 - 149). The study also revealed that the

participants of the course were inclined to accept the diversity of Englishes by abandoning their prejudices about NESs and the standard English. As a result, the need to consider EIL in the field of ELT was suggested; however, the participants were not fully eager to use EIL components in their teaching careers. Moreover, Suzuki put forward that the deep-rooted ideas about the standard forms of English such as British and American were not abandoned easily. At the practical level, the present course did not aim at training the teacher candidates to use EIL activities and this was suggested as a reason for the candidates' reluctance to use the practices of EIL in their teaching.

Furthermore, Sifakis and Bayyurt (2015) proposed a *transformative approach* to integrate ELF in ELT. They suggested *ELF-Ted* project which was conducted in Turkey and Greece. Raising teachers' awareness about ELF and making them "ELF-aware" were the main purposes of the project. An "ELF-aware" teacher was defined as a teacher who was able to implement the practices of ELF in line with the needs of their own teaching and learning contexts and their students. The project consisted of theory, practice and evaluation stages. During the theoretical training, the teachers developed an awareness about ELF. In practice stage, they created lesson plans and implemented ELF-oriented classes. Then, in the evaluation phase, they evaluated their own teaching and peers' teaching in line with the knowledge they were exposed to during theoretical training. At the end of the study, the participants developed critical thinking skills about the traditional ELT practices based on an EFL perspective. They also brought a different approach while giving feedback to their students in that they did not simply followed the norms of NESs' pronunciation and utterances. Moreover, they criticized the current practices within ELT classes that were offered by MoNE. The project gave rise to the critical thinking of EFL practices and it allowed teachers to find out what was feasible in their learning and teaching environments. Finally, the authors recommended the employment of transformative approach to raise teachers' awareness about ELF.

Based on the transformative framework in Bayyurt and Sifakis (2015), Deniz (2017) conducted an experimental study with pre-service English language teachers as part of her PhD dissertation. The aim of the study was to raise teachers' awareness about ELF through theoretical exposure and pedagogical application. The data gathered before and after 14-week training about ELF clearly showed that pre-service teachers were not aware of the paradigm of ELF before the training. Although the participants were able to define ELF before the exposure, they did not have an understanding of ELF in detail. At the end of the

theoretical phase, the participants were able to question their language teaching practices by emphasizing a need to move away from the norm-bounded, restrictive EFL approach in ELT. In addition, they developed an awareness about the deficiency of standard English rules and the constraining nature of attaining a native-like competence. The training also prompted issues such as intelligibility, variability in English use, ownership, and socio-cultural diversity (p. 187). In line with the findings of Deniz (2017), Kemaloğlu-Er and Bayyurt (2016), in an ongoing study with 10 pre-service senior students, found that the teacher candidates were able to comment on the concepts of ownership, intelligibility, standard English, pluralistic nature of English, multiculturalism in a detailed and comprehensive way as a consequence of the theoretical, reflective and practical applications. Before the training program, the participants felt restricted by NESs' pronunciation rules, and native professors' impositions about the correct pronunciations on themselves.

2.6. Overview of the aforementioned research studies

Research studies investigated teachers' beliefs about ELF and ELF related concepts and some studies found that the teachers did not want to include non-native English varieties in their teaching practices easily (Timmis, 2002; Coşkun, 2011; İnceçay and Akyel, 2014; Soruç, 2015; Karakaya and Hatipoğlu, 2017; Topkaraoğlu and Dilman, 2017) However, teachers had an understanding about ELF and they showed a familiarity with concepts related to ELF (Karakaya and Hatipoğlu, 2017; Topkaraoğlu and Dilman, 2017). The above mentioned studies suggested that the participants did not easily abandon the pervasive understanding which was which was a consequence of EFL perspective in ELT and they favored native accents rather than non-native accents. Being a native speaker and speaking like a native speaker were found to be a proof of proficiency despite non-native dominance in real life interactions. Accordingly, there have been several studies emphasizing the importance of awareness raising studies to make teachers competent in using tasks which incorporated ELF perspective in their teaching practices (Bayyurt and Sifakis, 2015; Deniz, 2017; Kemaloğlu Er and Bayyurt, 2016). A final remark about the integration of native and non-native varieties in second language teaching may be that a unified and common variety should be embraced in ELT practices as McKay (2002) and Bokhorst-Heng (2008) recommend.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the method of the study, the profile of the participants, the instruments used in the study and the data analysis procedures in detail.

3.2. Design of the study

The study centered on in-service English language teachers who were teaching at kindergartens, primary schools, secondary schools, high schools and universities in Turkey. The teachers had different demographic information in terms of their undergraduate education (ELT, American Language and Literature, English Language and Literature) and experience (novice, inexperienced and experienced). The experience of the teachers was grouped in line with the literature. The teachers who had 3 or fewer years of experience were categorized as novice teachers and 3 years of experience was marked as the turning point for teachers to continue or quit the teaching professions. The inexperienced groups of teachers were also labeled as “career teachers” who decided to go on their teaching careers (Tschannen-Moran and Hoy, 2006, p. 949). Moreover, Sharabyan (2011) described the teachers who had 5 years of experience or less as inexperienced teachers and the ones who had experience more than 5 years as experienced (cited in Karakaya and Hatipoğlu, 2017, p. 44).

Moreover, mixed methods sequential explanatory design was employed in this study (Creswell, 2003). In this type of research design, quantitative data were obtained through the questionnaires. The quantitative data was followed by qualitative data in order to extend the data and to explain the reasons for the results obtained from the quantitative data. It may also be suggested that the qualitative findings may be helpful to further understand the numeric data.

The study was a descriptive study which was intended to provide insights about the in-service English language teachers’ views about native and non-native varieties of English and ELF. The data were obtained via a questionnaire which consisted of 3 sections

(demographic information, questionnaire and judgement task). Afterwards, structured interviews were conducted in order to further understand the reasons for the ratings of the teachers. The interviews provided the qualitative data while the questionnaire with likert-scale items provided the quantitative data. Structured interviews were also intended to increase the validity of the results of the questionnaire in that they supported the results obtained from the questionnaire. In other words, triangulation was achieved via combination of different instruments.

3.3. The participants of the study

In-service English teachers were selected according to convenience sampling method which was identified by Gall *et al.* (1996, p. 228). The reason for utilizing a convenience sampling method was due to the fact that it was time-saving. Moreover, it was easier to access more participants than the other methods. The teachers, who were working at kindergartens, primary schools, secondary schools, high schools and universities in Turkey, comprised the participants. 133 in-service teachers participated in the study and 49 of them were males and 84 of them were females. The teaching experiences varied from 1 year to more than 5 years.. The participants represented the non-native teachers of English in a Turkish context which was described as an expanding circle country by Kachru (1991). In addition, 4 of the participants were teaching at kindergartens, 9 teachers at primary schools, 33 teachers at secondary schools and 37 teachers at high schools. The participants who were teaching at at the universities comprised 50 of the participants. 30 participants had experience between 1–3 years, 32 of them had 4–5 years of experience and 71 of them had more than 5 years of experience. 111 participants graduated from ELT departments and 22 of them graduated from other departments such as American/English Language and Literature, Linguistics and Translation and Interpreting Studies. Also, 47 of the participants stated that they were pursuing an MA or PhD degree in ELT while the remaining 86 participants did not pursue any graduate education in ELT. The profile of the participants is shown in Table 2.

Table 2
The profile of the participants

Variables		Frequency (f)	Percentage (%)
Gender	Male	49	36.8
	Female	84	63.2
School Type	Kindergarten	4	3
	Primary	9	6.8
	Secondary	33	24.8
	High School	37	27.8
	Tertiary Education	50	37.6
Experience	1 - 3 years	30	22.6
	4 – 5 years	32	24.1
	More than 5 years	71	53.4
Graduation Department	ELT	111	83.5
	Other	22	16.5
MA / Phd	Yes	47	35.3
	No	86	64.7
	Total	133	100

3.4. The instruments and data collection procedures

The current descriptive research study aimed at exploring Turkish English Language Teachers' attitudes towards native and non-native varieties of English. Their perceptions of English Varieties were investigated through a questionnaire which was devised and used by Jaramillo (2014) and a judgement task, in which teachers rated lexico-grammatically deviated sentences, was adapted from Dewey (2011). A demographic information survey was also added as the first part of the questionnaire. The questionnaires can be found in Appendix A. Moreover, the consents for the questionnaire and the judgement task were received from Jaramillo (2014) and Dewey (2012) via email (Appendix B).

As for qualitative data, structured interview questions were prepared in line with the current literature and it can be found in Appendix C. After, the interview questions were sent to a researcher in the field of ELT to obtain expert opinion and the required changes were made in the questions in line with the expert opinions. Then, the interviewees were selected according to convenience or opportunity sampling method which was proposed by Dörnyei, (2007, p. 98-99). The reasons for the employment of opportunity sampling were that this type of sampling method was time saving and it was easy to access the participants. The questions were sent to 10 participants via email and 7 of them answered the questions.

Furthermore, the necessary permissions were taken from the ethics committee of Sakarya University. The permission stating the convenience of the data collection through the instruments used in the study can be found in Appendix F.

Afterwards, a pilot study was conducted for the questionnaire which was adapted from Jaramillo (2014) with five respondents who were teaching at secondary schools (n=2), high schools (n=1) and universities (n=2). The objective of the pilot study was to ensure that the statements in the questionnaire were clear and comprehensible. Moreover, the participants at the piloting stage commented on the demographic information survey and the necessary modifications were made in the demographic survey in order to make the questions clear and understandable. After piloting, the questionnaires were given to 92 participants online while the other 41 participants were given the questionnaires in person in order to reach more participants.

The first questionnaire included 19 likert-scale items about their preferences about native and non-native varieties of English for themselves, for their students and learning environments. The questionnaire also asked about teachers' preferences for intelligibility and accuracy issues in the classrooms (Appendix A). Items 1 - 5 documented teachers' attitudes towards native and non-native varieties of English for themselves, items 6 - 10 documented teachers' attitudes towards native and non-native varieties of English for their students, items 11 – 16 documented teachers' attitudes towards native and non-native varieties of English for their English language learning/teaching environments and items 17 – 19 documented teachers' attitudes towards intelligibility and accuracy issues in their teaching environments. The questionnaire items were shown in Table 3.

Table 3
The Attitude Questionnaire used in this study (Jaramillo, 2014)

The Categorization of the Items	Questionnaire Items
Teachers' attitudes towards native and non-native varieties of English for themselves	It is not important for me to be perceived as a native English speaker. I just want to be intelligible, so people can understand me.
	I prefer to talk to native speakers rather than non-native English speakers.
	I understand non-native speakers of English better than I can understand native speakers.
	I do not like it when I hear people speak English with a strong non-native English accent.
	I admire second language speakers who can speak English like educated native speakers.
Teachers' attitudes towards native and non-native varieties of English for their students	As an English teacher, I (will) encourage my students to speak with native-like pronunciation.
	I do not think that it is important for my students to sound like native speakers. I just want them to be intelligible, so people can understand them.
	I try to help my students acquire phrases and idiomatic lexical knowledge in English.
	I believe that it is important to make my students aware that there are many varieties of English that are equally important for international communication.
Teachers' attitudes towards native and non-native varieties of English for ELT environments	I believe that my students should be exposed to different English varieties (e.g. Australian English, Singaporean English, South African English, Caribbean English, etc.).
	I think that the best way to learn English is to live in an English speaking country, like the US, England, Canada, etc.
	I think that one can acquire a high proficiency in English outside an English speaking country.
	I think that because English has become a global language, native speaker standards are no longer universal.
	I believe that in the future, people in different parts of the world will speak their own variety of English.
Teachers' attitudes towards intelligibility and accuracy in their teaching environments	When I was learning English, I preferred my classes to be taught by native English teachers.
	When I was learning English, I preferred my classes to be taught by non-native English teachers.
	I am bothered when I hear students speak English with grammatical errors.
When I assess students' written assignments, I give more weight to the development and organization of ideas than to grammatical accuracy.	
When my students give oral presentations, I am more concerned about their fluency rather than their oral accuracy.	

Also, a demographic information survey in the first section included questions in order to understand teachers' years of experience in the field as a teacher, school level, gender, field of graduation and they were also asked whether they pursued an MA or PhD degree in ELT departments (Appendix A).

Dewey (2011)'s judgement task was used to explore teachers' preferences about the lexico-grammatical features of ELF. The survey included Likert-scale items which asked the teachers to what extent they found the lexico-grammatically deviated sentences as correct, acceptable, intelligible and important to correct in the classroom. A sample

question from Dewey (2011) is shown in Table 4. The full form of the questionnaire can be found in Appendix A.

Table 4
A sample questionnaire item from the Judgement Task (Dewey, 2011)

“Last summer I was happy because I finally took my driving license.”

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

3.5. Data analysis

Quantitative data were analyzed in SPSS 25. First of all, a reliability analysis was conducted. The questionnaire was reliable in that Guttman’s internal consistency value was .713 and split-half internal consistency value was .661. Then, the descriptive statistics (frequency and central tendency figures) for each questionnaire item were analyzed and the means and percentages were calculated in SPSS 25. Furthermore, Kruskal-Wallis Test was used in order to investigate the relationship between in-service teachers’ attitudes and their experiences as there were three groups of teachers in this study (novice, inexperienced and experienced). Moreover, Mann-Whitney U Test was employed in order to investigate teachers’ attitudes in relation to their institutions (MoNE and HEC).

The answers for the judgement task adapted from Dewey (2011) were also analyzed in SPSS 25. For correctness, acceptability, intelligibility and importance for classroom responses, mean scores were calculated through descriptive statistics in SPSS 25. Paired samples t-tests were used so as to investigate whether their correctness responses were significantly different from their intelligibility, acceptability and importance for classroom correction responses.

To ensure triangulation, structured interviews with 7 participants were conducted. The interviewees were selected according to convenience or opportunity sampling method. The qualitative data obtained from the structured interviews were analyzed in line with content

analysis procedures put forward by Creswell (2012). Firstly, all the interviewees' written responses to the questions were read for a general understanding. Then, the data were interpreted by the researcher. The interpreted data were coded in order to obtain an organized scheme. After the codes were identified, the themes under these codes were determined with their frequencies. The aim of the identification of the themes was to provide the supporting ideas for the codes and to answer the research questions. The codes were broader than the themes. For example, the reasons for teachers' preferences for a native variety for their students and for ELT environments was identified as one of the codes and the themes such as availability of NESs, correctness, and superiority of native accents were noted as the themes of this code. Moreover, the aim of coding the data and determining the themes was to reduce the data into smaller and comprehensible units. After the data was coded and the themes were defined, another researcher, who was a PhD student in ELT department, reviewed the codes and the themes in order to ensure the validity and reliability of the results. After the review process, the necessary modifications were made. At the final stage, the codes and themes were presented in tables in an organized way. The organized data were, then, discussed in relation to the questionnaire results and the existing literature.

CHAPTER IV

FINDINGS

4.1. Introduction

In this chapter, the findings of the questionnaire adapted from Jaramillo (2014), the judgement task adapted from Dewey (2011) and the interviews are presented.

4.2. Findings of the questionnaire

The results of the questionnaires were presented under six titles such as teachers' attitudes towards;

- a. native and non-native varieties of English for themselves,
- b. native and non-native varieties of English for their students,
- c. native and non-native varieties of English for their teaching environments,
- d. accuracy and intelligibility issues in ELT,
- e. native and non-native varieties of English in relation to their experiences,
- f. native and non-native varieties of English in relation to their institutions.

On the Likert Scale, "agree" and "strongly agree" answers were regarded as teachers' agreement while "disagree" and "strongly disagree" answers were considered as disagreement with the statement. "somewhat disagree" answers were also marked as teachers' state of neutrality or hesitation about the statement. The data were analyzed in SPSS 25. The frequency and the percentages of teachers' answers were presented in Table 5, Table 6, Table 7 and Table 8. Kruskal Wallis Test was employed to analyze the numeric data in relation to teaching experience and there were not any statistically significant differences in relation to the experience. Mann Whitney U Test was also employed to investigate whether there were significant differences between the groups of teachers who were teaching within MoNE schools (kindergarten, primary, secondary and high schools) and within HEC (universities). The results were shown in Figure 7.

4.2.1. Teachers' attitudes towards native and non-native varieties for themselves

The questionnaire items 1-5 investigated teachers' attitudes towards native and non-native varieties for themselves. The means and the percentages of the answers were presented in Table 5.

Table 5
Teachers' attitudes towards native and non-native varieties of English for themselves

Statements	1	2	3	4	5	Mean	SD
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree		
S1. It is not important for me to be perceived as a native English speaker. I just want to be intelligible, so people can understand me.	7 5.3%	13 9.8%	23 17.3%	32 24.1%	58 43.6%	3.91	1.21
S2. I prefer to talk to native speakers rather than non-native English speakers.	19 14.3%	25 18.8%	47 35.3%	25 18.8%	17 12.8%	2.97	1.21
S3. I understand non-native speakers of English better than I can understand native speakers.	18 13.5%	36 27.1%	32 24.1%	32 24.1%	15 11.3%	2.92	1.22
S4. I do not like it when I hear people speak English with a strong non-native English accent.	25 18.8%	29 21.8%	43 32.3%	25 18.8%	11 8.3%	2.76	1.20
S5. I admire second language speakers who can speak English like educated native speakers.	6 4.5%	7 5.3%	12 9%	48 36.1%	60 45.1%	4.12	1.07

The highest mean score was obtained for statement 5 which was about teachers' preference for a native- speaker model for themselves. The teachers showed a strong inclination to perceive native speakers as the desired form of speaking for themselves with a percentage of 81. Statement 1, on the contrary, elicited answers in favor of intelligibility rather than a native speaker-based understanding. The majority of the participants (67%) favored intelligibility rather than being perceived as a NES. Although the participants favored a NES accent, they showed a preference for comprehensibility rather than being perceived as a native speaker when they were asked about their preferences for being intelligible or being perceived as a NES. As for statement 2, 35% of the teachers were neutral about their choice of talking to native or non-native speakers. 31% of the participants preferred to talk

to native speakers rather than non-native speakers; however, 33% of them did not prefer to talk to native speakers. In this regard, it might be argued that the teachers did not show a strong preference for talking to NESs or NNESs. As for Statement 3, which asked whether the teachers understood non-native accents better than native accents, 35% of them agreed that they understood NNESs better than NESs. However, 40% of them stated that they did not understand NNESs better than NESs. As for statement 4, 27% of the teachers showed a tendency not to like the strong non-native accents while 32% of them were neutral. The answers for this statement revealed that teachers (40%) were not bothered by strong non-native accents. However, the percentages of teachers who disagreed with the statement should not be ignored in that more than a quarter of the participants showed a negative attitude towards strong non-native accents.

To sum up, the participants' preference for a NES model was observed in their responses in statement 5 ($\bar{x}=4.12$). They noted that they admired native speakers. The lowest mean score was, on the other hand, was obtained for statement 4 which favored NESs ($\bar{x}=2.76$). Moreover, the participants did not show a strong inclination to talk to native speakers as the mean score obtained for statement 2 was 2.97. As for statements which favored NNESs, teachers emphasized intelligibility as the mean score was 3.91 for statement 1, and yet the teachers did not show a firm preference for NNESs in terms of comprehensibility. Figure 3 illustrated teachers' responses in terms of NES and NNES preferences.

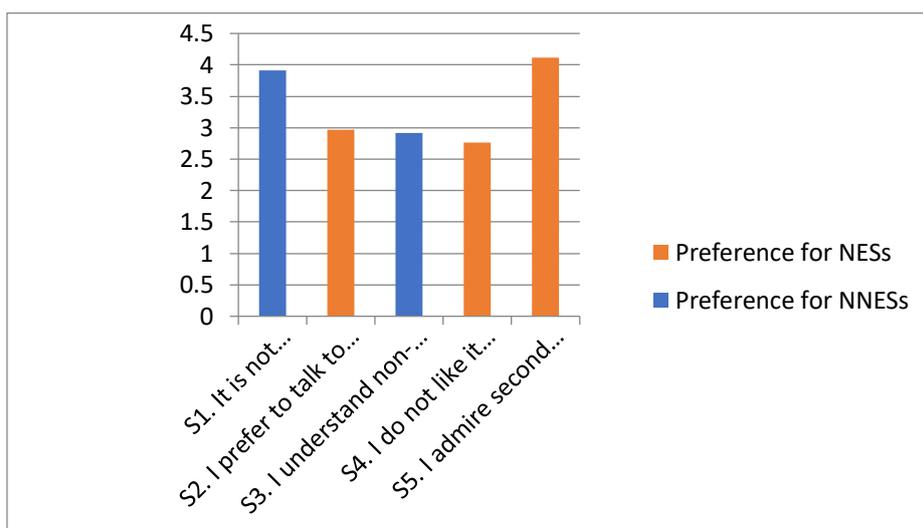


Figure 3. Teachers' responses in relation to NES and NNES preferences for themselves

4.2.2. Teachers' attitudes towards native and non-native varieties of English for their students

The questionnaire items 6-10 investigated teachers' attitudes towards native and non-native varieties for their students. The means and the percentages of the answers were presented in Table 6.

The majority of the participants (81%) agreed with statement 9 which showed that teachers were aware of the global use of English and the power of the varieties of English in international contexts. Only 7% of the participants disagreed with the statement while 11% of them were hesitant. Moreover, Statement 7 asked whether teachers prioritized intelligibility rather than being perceived as native English speakers for their students. 62% of them agreed that intelligibility was more important than being perceived as a native speaker. In addition, more than half of the participants (57%) believed that students' exposure to different varieties of English was important. A minority of the participants (21%) did not believe the exposure to the varieties of English was important. Also, 21% of them were neutral about the importance of exposure to the variability in Englishes.

However, 59% of the participating teachers agreed with the statement *As an English teacher, I will encourage my students to speak with native-like pronunciation* while 15% of them did not favor native-like accents for their students. 24% of the teachers, on the other hand, preferred to be neutral about the statement and they did not show any preference about native and non-native accents for their students. Of all the statements in Table 6, acquisition of phrases and idiomatic lexical knowledge in English was the most important issue for the participants' students. 80% of the participants agreed that students should be equipped with the knowledge of English lexical and idiomatic expressions in English. A small portion of the participants was either in disagreement (6%) or neutral (12%) about this statement.

Table 6
Teachers' attitudes towards native and non-native varieties of English for their students

Statements	1	2	3	4	5	Mean	SD
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree		
S6. As an English teacher, I will encourage my students to speak with native-like pronunciation.	7 5.3%	14 10.5%	33 24.8%	53 39.8%	26 19.5%	3.58	1.08
S7. I do not think that it is important for my students to sound like native speakers. I just want them to be intelligible, so people can understand them.	7 5.3%	13 9.8%	30 22.6%	44 33.1%	39 29.3%	3.71	1.14
S8. I try to help my students acquire phrases and idiomatic lexical knowledge in English.	9 6.8%	0	17 12.8%	50 37.6%	57 42.9%	4.17	.89
S9. I believe that it is important to make my students aware that there are many varieties of English that are equally important for international communication.	2 1.5%	8 6%	15 11.3%	53 39.8%	55 41.4%	4.14	.94
S10. I believe that my students should be exposed to different English varieties (e.g. Australian English, Singaporean English, South African English, Caribbean English, etc.).	7 5.3%	21 15.8%	29 21.8%	41 30.8%	35 26.3%	3.57	1.18

All in all, it may be asserted that teachers' responses were similar for the employment of native and non-native varieties of English for themselves and for their students. The reason of this similarity were their desires for attaining a native-like accent for themselves and for their students. However, they emphasized intelligibility rather than being perceived as NESs when they were asked about their preferences. The mean scores for statements 6 and 7 showed this duality. The mean scores for the statements were presented in Figure 4.

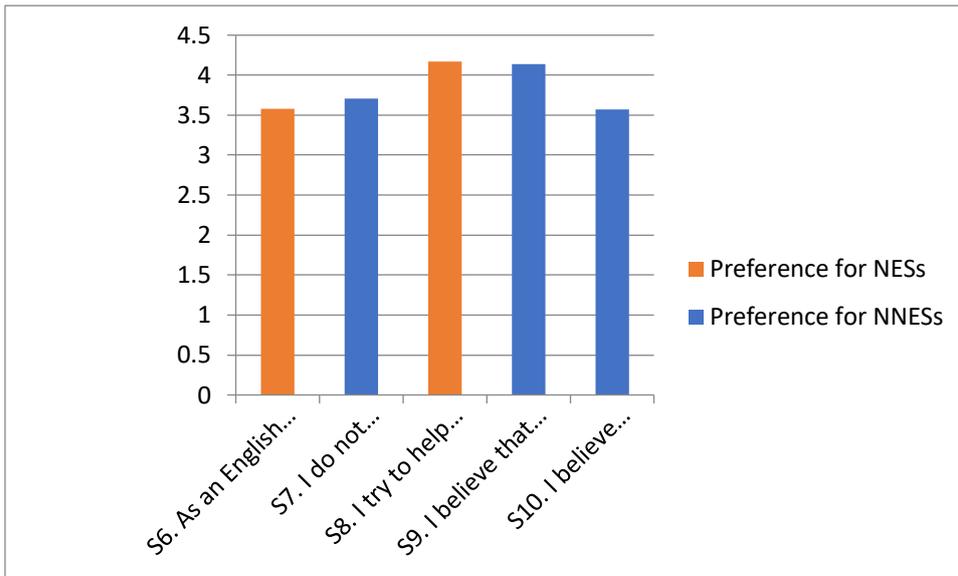


Figure 4. Teachers' responses in relation to NES and NNEs preferences for their students

4.2.3. Teachers' attitudes towards native and non-native varieties of English for ELT environments

The questionnaire items 11-16 investigated teachers' attitudes towards native and non-native varieties for ELT environments. The means and the percentages of the answers were presented in Table 7.

Table 7
Teachers' attitudes towards native and non-native varieties of English for ELT Environments

Statements	1	2	3	4	5	Mean	SD
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree		
S11. I think that the best way to learn English is to live in an English speaking country, like the US, England, Canada, etc.	7 5.3%	20 15%	21 15.8%	34 25.6%	51 38.3%	3.77	1.25
S12. I think that one can acquire a high proficiency in English outside an English speaking country.	5 3.8%	12 9%	30 22.6%	46 34.6%	40 30.1%	3.78	1.08
S13. I think that because English has become a global language, native speaker standards are no longer universal.	5 3.8%	21 15.8%	33 24.8%	51 38.3%	23 17.3%	3.50	1.07
S14. I believe that in the future, people in different parts of the world will speak their own variety of English.	5 3.8%	17 12.8%	23 17.3%	64 48.1%	24 18%	3.64	1.04
S15. When I was learning English, I preferred my classes to be taught by native English teachers.	12 9%	28 21.1%	40 30.1%	28 21.1%	25 18.8%	3.20	1.22
S16. When I was learning English, I preferred my classes to be taught by non-native English teachers.	13 9.8%	37 27.8%	52 39.1%	25 18.8%	6 4.5%	2.80	1

As seen in table 7, teachers' responses to statements 15 and 16 showed that they preferred native English language teachers with mean scores 3.20 and 2.80 respectively. However, 39% of the teachers were hesitant about their preference for a non-native English teacher and almost the same may be articulated for a preference of a native teacher in the language classrooms. 30% of the teachers were neutral about their preference for a native teacher in ELT practices. Moreover, 64% of the teachers agreed that the optimal method to acquire English was to dwell in an environment where the primary means of communication was English. Moreover, they agreed with statement 12 which suggested that English can be learnt outside an English speaking county (64% of the teachers were in agreement). As for statement 13, almost a quarter of the participants (24%) was neutral or hesitant to accept that standard English rules were not universal whereas 55% of them agreed that standard English rules were no longer pervasive for the use of English. The minority of the participants, on the other hand, were against the idea. In addition, the majority of the teachers (66%) believed that people will use their own varieties of English in the future

and only 15% of the teachers did not believe that people would use their own variety of English in the future. Also, 17% of them were neutral about about the statement. ELT classrooms and regarded English speaking countries as the best environment for acquisition of the language. However, the teachers were also aware. As a conclusion for teachers' inclinations for ELT practices, it can be inferred that they favored native speaking countries such as the UK and the US as well as other countries where English was not used as an L1. However, the higher mean score for statement 15 revealed that teachers preferred native teachers rather than non-native teachers in ELT classrooms.

In addition, the teachers were aware of the fact that the varieties of English and the global status of English had an effect in ELT and the standard English rules were not perceived as the universal codes in the use of English. The mean score for statement 13 was an indicator of teachers' awareness ($\bar{x}=3.50$). The mean scores in relation to teachers' preferences for NES and NNES were presented in Figure 5.

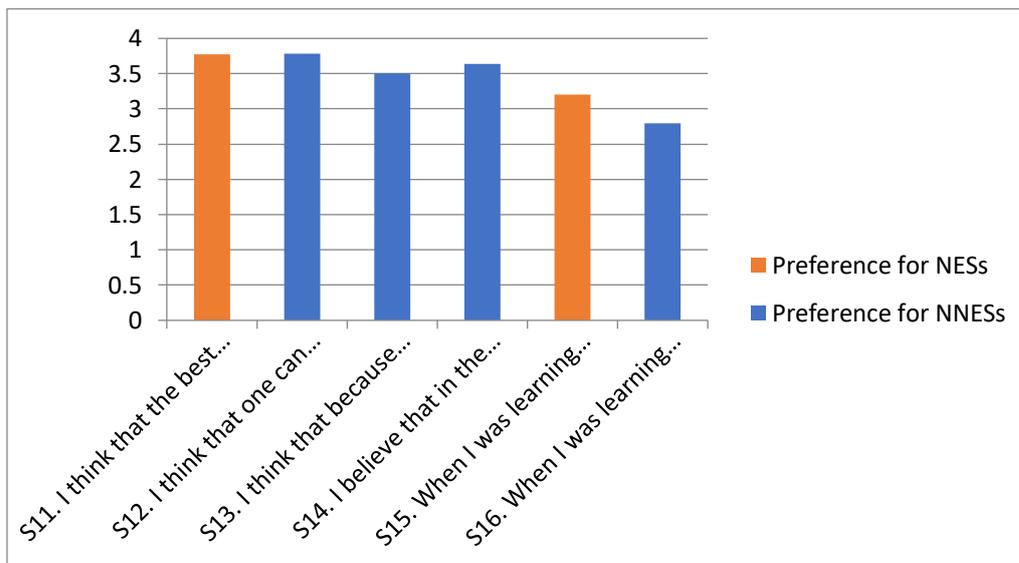


Figure 5. Teachers' responses in relation to NES and NNES preferences for ELT environments

4.2.4. Teachers' attitudes towards accuracy and intelligibility in ELT

The questionnaire items 17-19 investigated teachers' attitudes towards accuracy and intelligibility in ELT. The means and the percentages of the answers were presented in Table 8.

Table 8
Teachers' attitudes towards accuracy and intelligibility in ELT

Statements	1	2	3	4	5	Mean	SD
	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree		
S17. I am bothered when I hear students speak English with grammatical errors.	18 13.5%	38 28.6%	39 29.3%	30 22.6%	8 6%	2.79	1.12
S18. When I assess students' written assignments, I give more weight to the development and organization of ideas than to grammatical accuracy.	2 1.5%	14 10.5%	37 27.8%	49 36.8%	31 23.3%	3.70	.99
S19. When my students give oral presentations, I am more concerned about their fluency rather than their oral accuracy.	2 1.5%	9 6.8%	26 19.5%	59 44.4%	37 27.8%	3.90	.93

For statement 17, 44% of the teachers were not bothered by the grammatical errors of the students; however, 29% of them agreed that they were bothered when they heard the students speaking with grammatical errors. The mean score for statement 17 was 2.79 which was relatively low for the other items which promoted intelligibility. For statement 17, the teachers preferred to prioritize fluency for students' oral presentations (Figure 6). In this vein, the majority of the teachers 72% favored fluency rather than accuracy in terms of speaking. In addition to this, statement 18 elicited answers about teachers' preferences about grammatical accuracy and organization in a written task. 60% of the teachers agreed that they emphasized intelligibility for the written tasks. More than a quarter of the participants (27%) were hesitant to give priority for intelligibility. Moreover, the mean scores for statements 18 and 19 showed a difference. The mean score of statement 18 was 3.70 and statement 19 had a mean score of 3.90. Although the teachers emphasized intelligibility both for written tasks and oral presentations, the relatively lower mean score for intelligibility in the written tasks showed that teachers were less likely to emphasize intelligibility in writing than speaking. Teachers' responses for the questionnaire items were presented in relation to accuracy and intelligibility criteria in Figure 6.

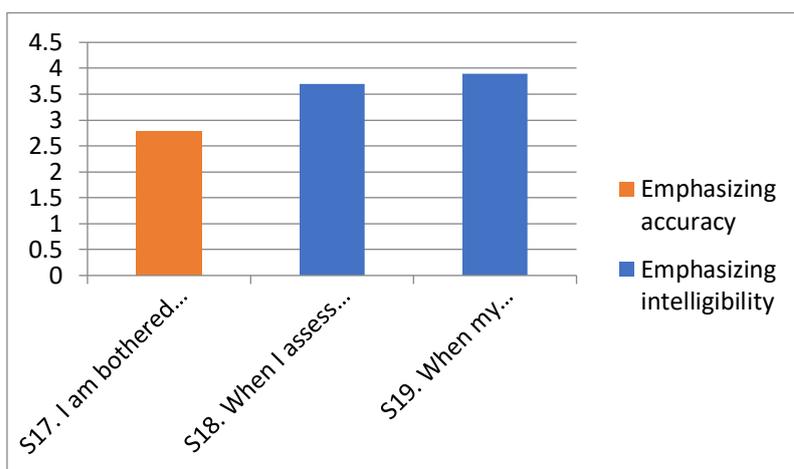


Figure 6. Teachers' emphasis on accuracy and intelligibility

4.2.5. Teachers' attitudes in relation to experience

The present study also aimed at investigating whether there were any significant differences between teachers' attitudes in relation to their teaching experiences ranging from 1 year to more than 5 years. As the data were not in normal distribution and there were three different variables in terms of experience, a Kruskal Wallis Test was run in SPSS 25 in order to understand whether teachers' answers showed any significant differences. As it was shown in Appendix D, teachers' attitudes towards native and non-native English varieties did not yield any statistically significant differences in relation to their experiences ($p > .05$).

4.2.6. Teachers' attitudes in relation to the institution

Teachers' attitudes were also explored in relation to their institutions which were MoNE and HEC. The participating teachers were teaching English at kindergartens, primary, secondary and high schools within MoNE and the ones, who were within HEC, were teaching English at the universities. As the data were not in normal distribution and there were two different variables in terms of the institution, a Mann Whitney U Test was run in SPSS 25 in order to understand whether teachers' answers showed any significant differences. The statements 5, 8, 9, 11, 14, 15 and 18 had statistically significant differences in relation to teachers' institutions ($p < .05$). The mean scores of the teachers who were teaching English at kindergartens, primary, secondary and high schools were

higher than university instructors' mean scores for these statements. Moreover, statements 5, 8, 11 and 15 included utterances emphasizing NES-oriented ELT environments and statements 9, 14 and 18 prioritized NNEs dominance in ELT. The statements which yielded significant differences in terms of the institutions were presented in Figure 7.

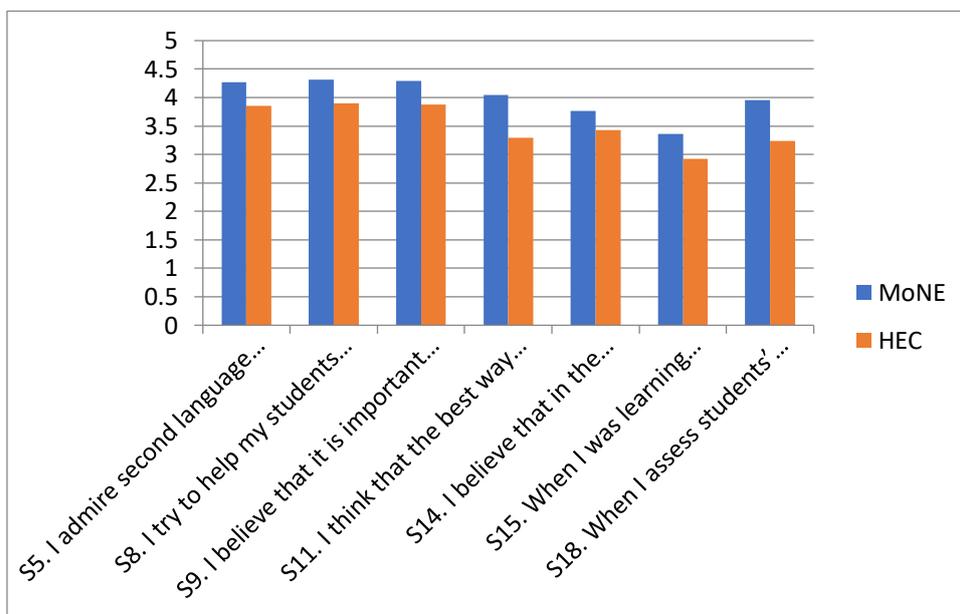


Figure 7. Teachers' significantly different perceptions of native and non-native varieties of English in relation to the institution

The findings suggested that the teachers within MoNE had higher mean scores for statement 5 “I admire second language speakers who can speak English like educated native speakers” than the ones who were teaching at the universities ($p < .05$). The different scores obtained for statement 5 were statistically significant in terms of the institution. That is to say, teachers, who were teaching English within MoNE, legitimized native speakers for themselves more than university instructors did.

Likewise, the teachers within MoNE had statistically higher significant scores for statements 11 and 15 which prioritized native speakers and English speaking countries in ELT environments respectively ($p < .05$). They thought that the optimal way to learn English was to live in an environment where English was spoken as a native language or as an L1. University English instructors, on the other hand, had a lower tendency to put the emphasis on native teachers and native speaking countries. The results showed that MoNE

teachers were more NES-bound for themselves and in terms of the ELT environments they preferred.

The results were also statistically higher for MoNE teachers than university instructors for statement 8 ($p < .05$). The teachers who were teaching at schools within MoNE put more emphasis on students' acquisition of English phrases and idiomatic lexical knowledge than the university instructors did.

Moreover, the responses for statement 9 and 14 yielded significant differences in relation to teachers' institutions ($p < .05$). The teachers within MoNE believed that students should be made aware about varieties of English and these variations were important in international contexts. Likewise, statement 14 asked about teachers' beliefs about the varieties of English and teachers within MoNE believed that people would speak their own variety of English in the future. However, English instructors who were teaching English at universities were not in favor of the idea.

The answers for statement 18 revealed that MoNE teachers emphasized intelligibility for students' written tasks and assignments. They prioritized the meaning building in the written works while university instructors gave more weight to accuracy in writing. MoNE teachers' ratings for statement 18 were significantly higher than university instructors' ratings ($p < .05$).

4.3. Findings of the judgement task

4.3.1. Teachers' responses to the judgement task

Teachers were given a Judgement Task in which they rated 7 utterances in terms of their correctness, acceptability, intelligibility, and importance for classroom correction on a 6 point Likert Scale. The utterances included 6 lexico-grammatical features of ELF. On the other hand, one of the utterances (utterance 7) was acceptable in American English but it was not acceptable in British English. The mean scores and standard deviations based on the given criteria for the utterances were presented in Table 9. Also, the results were presented in Figure 8.

Table 9
Teachers' mean scores for the Judgement Task

Utterances	Correctness		Acceptability International Communication		for Intelligibility International Communication		for Importance Classroom Correction	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
U1. Last summer I was happy because I finally took my driving license.	3.86	1.70	5.03	1.11	5.12	1.14	2.91	1.64
U2. We need to discuss the problem.	3.62	1.80	4.79	1.16	5.11	1.13	2.94	1.65
U3. I enjoy listening classical music.	3.08	1.78	4.74	1.17	5.17	1.07	3.39	1.66
U4. My sister has same problem as me.	2.92	1.65	4.56	1.33	4.86	1.25	3.51	1.57
U5. Pollution is a major issue and a big problem for the nature.	3.88	1.65	4.82	1.27	4.86	1.35	3.04	1.68
U6. In my country everybody have to do military service.	2.55	1.59	4.15	1.53	4.63	1.39	3.69	1.66
U7. I didn't finish reading the book yet.	2.78	1.58	4.44	1.43	4.70	1.28	3.63	1.53
Total Mean	3.24		4.64		4.92		3.30	

As it can be seen in Table 9, “In my country everybody have to do military service” had the lowest correctness mean which was 2.55 followed by the utterance “I didn’t finish reading the book yet” ($\bar{x}=2.78$). The first utterance violated the rule of 3rd person verb agreement in Standard English. The latter utterance (utterance 7) was acceptable in American English and the correctness mean score for this statement was significant in that the use of “yet” with the Simple Past Tense was acceptable in a native variety of English. Moreover, “My sister has same problem as me” and “I enjoy listening classical music” utterances had correctness mean scores of 2.92 and 3.08 respectively. It can be inferred that the lowest correctness means were obtained for grammatical deviations. Moreover, “Pollution is a major issue and a big problem for the nature” had an incoherency problem due to the redundant use of lexical items which had the same meaning. This lexically deviated utterance had the highest mean for correctness criteria ($\bar{x}=3.88$). “Last summer I

was happy because I finally took my driving license” had a misused lexical item (high semantic generality verb) in that instead of “took” the sentence should have had “got” and it had a mean score of 3.86 for correctness and the score may be considered as relatively high for correctness. Moreover, “We need to discuss the problem” had a mean score of 3.62 for correctness. The verb ‘discuss’ necessitated the preposition “about”; however, the teachers rated the utterance as correct. The lack of preposition was not perceived as incorrect by the teachers.

In addition, the teachers rated these utterances in terms of intelligibility and acceptability for international communication. In general, intelligibility means were higher than the acceptability means (Table 9). To elaborate on teachers’ perceptions, “In my country everybody have to do military service” had the lowest intelligibility, acceptability and correctness means. Accordingly, this utterance got the highest mean score for importance for classroom correction. Moreover, the teachers found the utterance “I enjoy listening classical music” as the most intelligible utterance for international communication. It may be argued that the missing preposition “to” after “listening” was not perceived as a significant problem for intelligibility. On the other hand, the utterance “I didn’t finish reading the book yet” was found to be the second least intelligible one although this was accepted in a Standard English variety which was American English. Also, “Last summer I was happy because I finally took my driving license” was accepted by the participants at the highest level ($\bar{x}=5.03$).

The means for the utterances 3, 4, 6 and 7, all of which had grammatical deviations, showed a trend in that teachers’ ratings for the importance for classroom correction were higher than their correctness ratings. On the other hand, the utterances 1, 2 and 5 had the highest means for correctness criteria which showed that these utterances were perceived as more accurate than the others. Correspondingly, the teachers found these utterances less important to correct in the classroom than the other utterances (Figure 8).

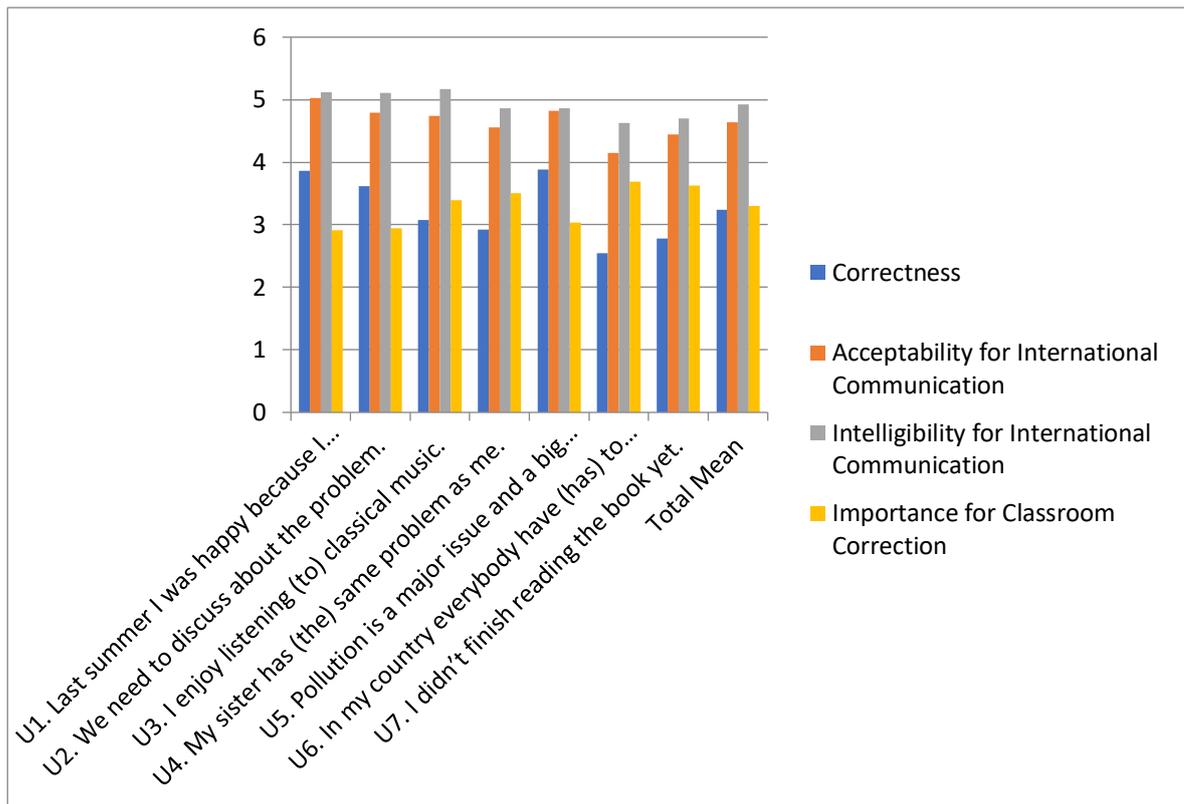


Figure 8. Teachers' ratings for the utterances in terms of correctness, acceptability and intelligibility for international communication and importance for classroom correction

4.3.2. The differences in teachers' responses to the judgement task

Teachers' overall ratings for intelligibility had the highest mean ($\bar{x}=4.92$) and it was followed by the acceptability mean score ($\bar{x}=4.64$). Correctness and importance for classroom correction means were 3.24 and 3.30 respectively. A paired -samples t-test was run in SPSS 25 to see whether teachers' answers were significant in terms of the criteria in the questionnaire. The results showed that teachers' correctness ratings were significantly lower than their intelligibility and acceptability ratings. However, their ratings for correctness did not yield any statistically significant differences in terms of importance for classroom correction. The results were shown in Table 10.

Table 10
Paired-Samples t-test results for the Judgement Task adapted from Dewey (2011)

Paired comparisons	N	Total Means	SD	df	t(19)	Sig. (two-tailed)
Correctness	133	3.24	1.23	132	-14.07	.00
Acceptability	133	4.64	.95			
Correctness	133	3.24	1.23	132	-15.37	.00
Intelligibility	133	4.92	.96			
Correctness	133	3.24	1.23	132	-.36	.71
Importance of correction	133	3.30	1.11			

4.4. Findings of structured interviews

The structured interview questions (Appendix C) were sent to 10 participants via email and 7 of them answered the questions. The interviewees' profile regarding their school types, experience, gender, graduation department and whether they were pursuing an MA or PhD degree in ELT were presented in Table 11. 4 of the participants were high school teachers. Also, 1 primary, 1 secondary and 1 university teacher answered the interview questions. 6 of the interviewees were graduates of ELT and 1 of them was a graduate of American Language and Literature Department. 4 of them had experiences between 4 and 5 years, 2 of them had experience in teaching English for more than 5 years. The primary school teacher, who was interviewee 7, had experience between 1 and 3 years. Moreover, 6 of the interviewees had taken a course about ELF during their undergraduate education at the university.

Table 11
Interviewees' profile

	School Type	MA/PhD	Experience	Gender	Graduation Department
Interviewee 1	High school	Yes	4-5 years	Female	ELT
Interviewee 2	High school	No	4-5 years	Female	ELT
Interviewee 3	High school	Yes	4-5 years	Female	American Language and Literature
Interviewee 4	Secondary School	No	More than 5 years	Female	ELT
Interviewee 5	High school	No	4-5 years	Male	ELT
Interviewee 6	University	Yes	More than 5 years	Male	ELT
Interviewee 7	Primary School	No	1-3 years	Female	ELT

The structured interviews were conducted in order to seek answers for the sixth research question “What are the reasons for teachers’ preferences for native and non-native varieties of English?” The interviews were analyzed in line with the procedures defined by Creswell (2012). Firstly, the data was read thoroughly and the main codes were identified. The main codes were found to be teachers’ use of English outside of the classroom (Table 12), their reasons for NES (Table 13) and NNES preferences (Table 14) for themselves, their reasons for a native variety preference (Table 15) and a non-native variety preference (Table 16) for the students and teaching environments, their reasons for emphasizing intelligibility (Table 17) and accuracy (Table 18) in written and oral tasks in the classroom. Then, the recurring themes were identified for each code and they were calculated in terms of frequency.

Table 12

Interviewees' use of English outside of the classroom

Themes
Self-development (n=1)
Academic purposes (n=4)
Searching on the net (n=4)
Travelling abroad (n=3)
Commenting in social media platforms (n=6)
Talking to colleagues when the topic is not wanted to be known by the others (n=2)

Most of the interviewees stated that they used English on social media platforms to comment on the posts (n=6) outside of the classroom. They also stated that they used English for academic purposes (n=4) and to reach information on the net (n=4). They also

used English for their self-development, for talking to local people when they travelled abroad (Table 12).

Table 13
Interviewees' reasons for NES preferences for themselves

Themes
The availability of NESs in their environments (n=1)
Unintelligibility of non-native accents (n=3)
The clarity of NESs' speeches (n=3)
The easiness of American English to understand (n=2)
The lower proficiency of NNESs (n=2)

As can be seen in Table 13, the respondents (n=3) suggested NESs' speeches were clearer than NNESs' speeches and also 3 respondents found NNESs' accents unintelligible. An excerpt from interviewee 7 was given below.

“I have more experience of talking to non- native speakers than native ones. I think native speakers of English are more intelligible”
(Interviewee 7)

The response may illustrate that although the interviewee had more acquaintance with NNESs, she found NESs more intelligible. Moreover, American English was found to be easy to follow (n=2). Another interviewee noted a clear preference for a native speaker in that it was easier to communicate with NESs. However, the interviewee reflected the rare vocabulary use of NESs and stated:

“I think I express my opinions and feelings in a clear way to native speakers but sometimes I face with problems with vocabulary that I rarely pronounce for example the name of a spice which I use every day but I cannot remember at the time of speaking. However, native-speakers can get the message of a non-native speaker try to convey.”
(Interviewee 3)

Table 14
Interviewees' reasons for NNES preferences for themselves

Themes
The availability of NNESs on social media platforms (n=3)
Difficulty in understanding British accents (n=2)
The colleagues who are NNESs (n=4)
The global status of English language (n=1)

The availability of NNESs (n=3) and the colleagues who are NNESs (n=4) were marked as the most frequent reasons for talking to NNESs (Table 14). As opposed to American accent, British accent was found to be hard to understand by two of the interviewees. On the other hand, only one of the participants brought forward the global status of English as a reason for communicating with NNESs.

Interviewee 6, who was a university instructor and had an experience of more than 5 years, showed a clear understanding and awareness of the role of English in today's world. Moreover, the same participant also favored American accent in that it was easy to understand.

The following excerpt illustrated that the interviewee had an awareness about ELF and the changing notions about NESs:

“I do not think that native speakers should provide the norms. The reason is that English is a global language, and there are far more non-native speakers of English than native speakers. That's why, all non-native speakers can contribute to improve English language”.

(Interviewee 6)

For the third question which elicited participants' reasons for preferring NESs and NNESs in communications, the participants noted the difficulty in understanding British accents, unfamiliarity with the L1s of NNESs, code-mixing and code-switching usages of NNESs as the reasons for choosing a native variety. A sample answer was provided below:

“I have no difficulty in talking to any speakers of English. I find both groups intelligible. The only problem might be code mixing / switching when the non-native have an L1 unknown to me, but that problem can also be solved with ease by using communication strategies.”

(Interviewee 1)

Moreover, another interviewee asserted that NNESs were easier and more comfortable to communicate.

“I have hard times understanding native British English; it doesn't sound like anything we learned, or came across during our education. I see no problem talking to non-natives, I even feel more comfortable as English is their L2 like mine.” (Interviewee 2)

Table 15

Interviewees' reasons for a native variety preference for the students and teaching environments

Themes
Native English as the starting point in teaching pronunciation (n=1)
Correctness of native varieties (n=2)
The dominance of NESs' cultural elements in textbooks (n=3)
The originality of native varieties (n=1)
Superiority of native pronunciations (n=2)
Lack of knowledge about non-native varieties of English (n=1)

As for teachers' preferences for native varieties in their teaching environments and for the students (Table 15), the dominance of NESs' cultural elements in the materials (textbooks) was noted to be a reason for depending on native speaker norms (n=3). Moreover, two participants stated that native varieties were the correct ones which may have paved the way for regarding native varieties as the only source of input. Superiority of native pronunciations, lack of knowledge about non-native varieties, originality of NESs, and regarding the native English as the starting point were reflected as the reasons for preferring native varieties in the classroom.

Interviewee 7, who was teaching at a primary school, uttered the influence of the materials on their use of varieties in their teaching and noted the following statement:

“I hardly use non-native cultural elements in my teaching. However, this year, we have “Let's Explore” part in 4th grade's book, and it gives some information about some cultural facts, and they include Turkish cultural elements, too. This is one of the rare moments I use non-native cultural element in my lessons.” (Interviewee 7)

Table 16

Interviewees' reasons for a non-native variety preference for their students and teaching environments

Themes
The dominance of NNESs in real-life communication (n=4)
The priority of intelligibility (n=3)
To make students be competent in real-life communication (n=4)
Acceptability of non-native varieties (n=1)
Importance of non-native cultural elements (n=2)

Table 16 demonstrated the teachers' reasons for embracing non-native varieties in their classrooms and for their students. The dominance of NNESs in real-life communication and making students be competent in real-life communication were found to be the most salient

themes for the preference of a non-native variety (n=4). Moreover, in line with the findings obtained from the questionnaire results, the participants uttered the priority of intelligibility in foreign language classrooms for their preferences for non-native varieties (n=3). Also, the importance of non-native cultural elements (n=2) and acceptability of non-native varieties (n=1) were uttered as the reasons for choosing non-native varieties. The dominance of NNESs was indicated to be an outcome of the number of people who used English as a second or foreign language. For example, an interviewee remarked:

“All varieties should be provided to the students. The reason is that English is a global language and there are millions of non-native speakers of English coming from different native language backgrounds. In this way, they will be more familiar with the varieties and learn to appreciate the richness of English. In addition, if a teacher can be intelligible and use the language the way it is used to be, he/she can use any variety he/she would like to use.” (Interviewee 6)

Table 17
Interviewees’ reasons for their preferences for intelligibility

Themes
The priority of intelligibility for assessment (n=7)
Suspension of fluency for the sake of accuracy (n=3)
Enhancing creativity (n=2)

As shown in Table 17, all of the respondents noted that their priority was to enhance intelligibility in their classrooms (n=7); however, they were assessing written works of the students both for intelligibility and accuracy. For speaking, all the respondents stated that fluency was their primary goal to achieve. Enhancing creativity was another reason for emphasizing intelligibility. Two of the respondents (interviewee 7 and 2) did not refer to accuracy when asked about their preferences for intelligibility and accuracy. Moreover, an interviewee specified the lack of assessment methods or techniques for students’ assignments or presentations in terms of ELF-related issues. The following excerpt illustrated the interviewee’s perception of the lack of assessment techniques in terms of ELF.

“... even though I know something about ELF-related issues, no resource is provided how we can assess students within ELF perspective.”
(Interviewee 6)

Table 18

Interviewees' reasons for their preferences for accuracy

Themes
The importance of grammar in writing (n=5)
The objectives for assessment (n=4)
Suspension of meaning due to incorrect pronunciation (n=3)

Lastly, teachers noted the importance of grammar in writing (n=5) and their objectives for assessment (n=4) for their preferences for accuracy (Table 18). Moreover, incorrect pronunciation was articulated as a reason for preferring accuracy in that it may have caused problems for meaning making. In this respect, the following excerpt from interviewee 1 illustrated teachers' common viewpoint.

“... intelligibility is my priority if I assess information s/he gives; however, if the focus of assessment is accuracy I expect accurate outcome.” (Interviewee 1)

CHAPTER V

RESULTS, DISCUSSION AND SUGGESTIONS

5.1. Introduction

This chapter presents a discussion of the results of the questionnaire which investigates teachers' preferences for native and non-native varieties of English for themselves, their students and ELT environments as well as their aspirations for intelligibility and accuracy. Secondly, the results of the judgement task are discussed in relation to the previous literature about ELF. The third part of this chapter centers on the discussion of the interview results. The final part of the section includes suggestions for future studies.

5.2. Discussion of questionnaire results

In this section, the discussion of the findings related to in-service teachers' attitudes towards ELF for themselves, their students, and ELT environments along with their aspirations for intelligibility and accuracy are presented.

5.2.1. Discussion of teachers' attitudes towards native and non-native varieties of English for themselves

The teachers, first of all, showed a dual orientation towards native and non-native varieties of English for their own English learning. They emphasized being intelligible rather than being perceived as a NES for themselves. The study, in this respect, revealed that teachers did not promote the prestige and correctness of NESs and favored intelligibility which was seen as the ultimate aim in communications (Jenkins, 2000). However, they showed a strong admiration for NESs in terms of speaking. Teachers' admiration for NESs may have been an indicator that teachers were bounded by the belief that NESs were superior to NNEs. A dual orientation was also found by Öztürk, Çeçen and Altınmakas (2010). In the present study, although teachers had desires for attainment of native-like accents, they were not bothered by strong non-native accents. Instead, they prioritized intelligibility for themselves. Teachers' emphasis of intelligibility rather than being perceived as a NES was

found in some other studies, as well (Coşkun, 2011; İnceçay and Akyel, 2014; Jaramillo, 2014; Okur, 2016).

Regarding teachers' dual orientations, Jenkins (2007) and Sifakis and Sougari (2005) asserted that teachers did not easily embrace an approach in which ELF and non-native varieties were prevalent. Teachers' orientation towards a NES model for themselves showed that they favored NESs which were found to be ideal, prestigious and a sign of proficiency (Jenkins, 2000; Kubota, 2018; Kuo, 2006; Sifakis, 2009). The same result was also obtained in Jaramillo (2014) which employed the same questionnaire for non-native teachers who were enrolled in an M.A. program which had courses about ELF and WE. Despite the fact that they were informed about ELF, teachers in Jaramillo (2014) tended to admire NESs; that is; teachers may have been biased by the superiority of NESs in spite of the dominance of NNESs in international communications.

Moreover, the current study revealed that the teachers did not have a strong preference for talking to native and non-native speakers. On the contrary, Sifakis and Sougari (2005) found that the teachers in the Greek context preferred standard English or native English varieties. Also, there was a slightly greater preference for the intelligibility of non-native speakers and 40% of the teachers stated they understood NESs better than NNESs while 35% found NNESs more intelligible. As the interviews suggested, the teachers in this study did not hold a strict attitude towards NESs and NNESs. The availability of NNESs, the colleagues who were NNESs, the global status of English, and the difficulty in understanding British accents were the reasons for preferring a NNES. Also, their beliefs about NESs were shaped by unintelligibility of NNESs' accents, the easiness of American English and the clarity of NESs' speaking.

5.2.2. Discussion of teachers' attitudes towards native and non-native varieties of English for their students

Firstly, teachers' aspirations for themselves and for their students were similar in that 59 % of the teachers favored native-like pronunciation for their students; however, for another statement, they prioritized intelligibility rather than being perceived as a native speaker. A tendency to favor native-like pronunciation was also found in the previous studies (Timmis, 2002; Jenkins, 2007; İnceçay and Akyel, 2014; Soruç, 2015). In addition, Sifakis and Sougari (2005), in a study with 421 EFL teachers, revealed their dual orientations in

that they believed the necessity of an approach favoring World Englishes perspective in the classroom while they tended to favor native accents for intelligibility. In the current study, the participants clearly showed this duality for their own English use and for their students' English use. Okur (2016) also found similar results in that the teachers were in favor of native-like accents; however, they criticized the existence of an ideal form of English such as Standard English.

As for the acquisition of idiomatic and lexical knowledge in English, the majority of the teachers (80%) found English idiomatic expressions important as it was found by Jaramillo (2014). In this regard, the results might have been an outcome of the materials offered by the MoNE. As Jenkins (2007) asserted, the materials used in English language classrooms included elements from inner circle countries and culture-specific elements were dictated to the learners. However, Seidlhofer (2001) argued that idiomatic expressions, proverb usage, slang and phrasal verbs were the primary and leading cause of comprehension problems. In this vein, teachers' high tendency to teach English idiomatic expressions should be questioned and teachers should be informed about the fact that culture-specific idiomatic knowledge may hinder the communications in real-life settings.

81% of teachers also believed that students should be equipped with the knowledge about the varieties of English and 57% agreed that students should be exposed to these varieties. The teachers, to this end, showed a tendency to integrate the ELF approach for their students. In line with these findings, Sifakis *et al.* (2018) suggested the integration of the ELF approach in ELT and the teachers of this study clearly showed a willingness to integrate non-native varieties in their teaching practices. Moreover, Deniz (2017), in her dissertation, found that a WE approach was associated with *diversity*, *creativity*, and *flexibility* by the teachers who were trained about WE. The results of the current study indicated that teachers, who were teaching English in Turkish context, were aware of the fact that non-native English varieties brought a pluralistic view in language classrooms. Their preferences were not biased by the standard English which was pervasive in the traditional notion of EFL practices. Furthermore, preference was associated with making decisions as to a certain variety of English such as American or British English (Curran & Chern, 2017) while developing an awareness is closely related to "...an ability to act on it to make changes and improvements" and developing learners' awareness enhances them to make influences on their language skills (Sung, 2016). Regarding teachers' awareness and preferences, the mean scores obtained for statements 9 ($\bar{x}=4,14$) and 10 ($\bar{x}=3,57$) revealed

that the teachers did not have a strong inclination to make changes in their teaching practices although they believed that students should know the fact that there were native and non-native varieties of English. This result suggested that teachers had a lower tendency to implement activities about non-native varieties of English to make students aware of these varieties. As the interview results showed, the lack of knowledge about non-native varieties may have been a reason for teachers' attitudes towards the implementation of activities promoting ELF perspective in the classroom. On the other hand, the dominance of NNEs in real-life communications, the priority of intelligibility, to make students competent in real-life communications, acceptability of non-native varieties and importance of non-native cultural elements for learning English were uttered as the reasons for choosing non-native varieties or an ELF approach in the classroom. To this end, teachers did not have the skills and knowledge about the implementation of activities based on an ELF approach despite the fact that they had an awareness about the non-native varieties for ELT environments.

5.2.3. Discussion of teachers' attitudes towards native and non-native varieties of English for ELT environments

The teachers believed that a high proficiency may have been acquired in a country where English was used as a mother tongue ($\bar{x}=3.77$) and where English was not spoken as an L1 ($\bar{x}=3.78$). Approximately the same mean scores obtained for statements 11 and 12 indicated that teachers did not have a firm belief about the acquisition of language in different environments. To this end, they did not only prefer English speaking countries as the ideal environments to learn English but they also favored environments, where English was spoken as an additional language, for learning the language.

Teachers, on the other hand, believed that people would speak different varieties in the future ($\bar{x}=3.64$). This result implied that teachers were not only aware of the global use of English but also they had a belief about the future of Englishes. And this result was in line with Timmis' (2002) study which revealed that teachers were more *realistic* about the use of ELF in everyday life when compared to the students. Timmis (2002) pointed out teachers' awareness about the use of English in international settings. Okur (2016) also found that the participants of her study were aware of the varieties of English that emerge as a result of globalization and lingua franca status of English.

However, 39% of the teachers preferred native speaker teachers while 23% of them favored non-native teachers. The result showed that the teachers favored native speaker teachers more than non-natives. Teachers' relatively higher desires for a native teacher may be rooted in their stereotypical beliefs about native speakers. The same result was also obtained by Jaramillo (2014) and the same duality for the preference of native speaker teachers was found in Galloway (2013). Galloway (2013)'s study included English language students who were under the exposure of a program about ELF and the students. After the training, the students preferred native teachers although they were aware of the basic tenets of ELF and the paradigm of WE. This duality may be due to the fact that learners and teachers may not have had competent non-native English language teachers while learning English. In this respect, Bayyurt (2006) asserted that "...learners seemed to be more motivated to learn a foreign language when they had a successful non-native speaker model (p. 244)" and argued that native speaker English teachers also enhanced English language learning in order to be able to use it in the international arena.

5.2.4. Discussion of teachers' attitudes towards intelligibility and accuracy

The participants of the present study, in writing and speaking, emphasized intelligibility rather than accuracy. However, they prioritized fluency for speaking activities more than writing activities. In Incecay and Akyel (2014), the participants were more tolerable of the errors in speaking; however, they did not tolerate the errors in writing. The current study revealed the teachers were in favor of intelligibility for both the written and spoken assignments nevertheless. Moreover, 42% of the participants did not find students' speaking with grammatical mistakes bothering which indicated that they showed a tolerance towards learners' deviations from the standard English. Regarding this, Haberland (2011) suggested that tolerance was shown towards the deviations or modifications made by non-native speakers and it was developed "to ensure the recognizability of messages" and "to minimize repair work" (p. 947). The teachers' tolerance of the errors in speaking may be attributed to their objective in achieving flawless communication environments in their classrooms. Likewise, Ke and Cahyani (2014), within the paradigm of ELF, referred to tolerance as a concept in which acceptance was primary. Teachers, from this perspective, accepted the modifications made by the students in order not to suspend the pace of the speaking activities.

5.2.5. Discussion of teachers' attitudes in relation to experience

In the present study, the participants were grouped as novice, inexperienced and novice English language teachers. In relation to teachers' experience, the results did not yield any statistically significant differences in teachers' attitudes towards ELF. In this regard, Karakaya and Hatipoğlu (2017) found similar results in that the experience did not have an impact on teachers' attitudes towards ELF. However, the career teachers (Tschannen-Moran and Hoy, 2006), whose experiences ranged between 4 and 5 years, showed a greater tendency to emphasize fluency rather than accuracy in writing and the significance score was close to the significance value ($p=.072$). The novice and experienced teachers were found to give more weight to accuracy than career or inexperienced teachers.

5.2.6. Discussion of teachers' attitudes in relation to the institution

In terms of the institution, teachers' preferences showed statistically significant differences for some of the statements in the questionnaire ($p<.05$). First of all, the teachers who were teaching at universities within HEC showed a stronger inclination to focus on accuracy in students' writing. As Kırkgöz (2007) noted, the main objective of English education at the universities was to prepare students for academic life. For this reason, the objectives of the lessons, examinations at the tertiary education level may have been the reason for university instructors' strong adherence to accuracy in writing. On the other hand, the teachers at MoNE put more emphasis on fluency for writing. Students start learning English at kindergartens at private institutions and some public schools in Turkey. Officially, English language education starts in grade 2 and the main objective of English education at primary schools are to make students be familiar with English and understand the basic expressions in English without focusing on grammatical accuracy (MoNE, 2018a). And, at the end of secondary education, A1 level in Common European Framework of Reference (CEFR, henceforth) is intended to be achieved by the students. This is also an indication of the main objectives of the curriculum of MoNE for primary and secondary levels. Moreover, it is also stated that learners' errors should not be corrected and the main objective is to ensure the intelligibility of students' oral and written productions in primary and secondary English language curriculum provided by MoNE. As for high schools, students achieve a level of A2 (according to CEFR) at the end of grade 9

and they acquire an English proficiency of B2 at the end of grade 12. The main focus of the language classes is to attain a limited language structural knowledge until grade 12. In grade 12, the emphasis moves to the synthesis of the language structures. In this vein, it may be argued that English education at kindergartens, primary, secondary and high schools aims at developing a fluency for both writing and speaking. In the light of the main objectives of ELT curriculums provided by MoNE, teachers' tendency to favor fluency rather than accuracy may be attributed to the learners' lower proficiencies and the needs.

In addition, the importance of non-native varieties in ELT classrooms was emphasized by the teachers who were teaching English within MoNE. MoNE teachers were more likely to use non-native varieties in their classrooms than university instructors. These results may be attributed to the flexibility and realistic viewpoints of these teachers as pointed out by Timmis (2002).

On the other hand, some significant differences were found for teachers' emphasis on native varieties for themselves. For example, MoNE teachers promoted native speakers for themselves unlike university instructors. The result was contradictory in that university instructors prioritized accuracy in students' writing and they did not admire the native speakers in terms of their own English use. Moreover, statistically significant scores were obtained for teachers' preferences for native English language teachers and native speaking environments in ELT ($p < .05$); that is, MoNE teachers relied on native English teachers and native English speaking countries to acquire English more than university instructors did. This may have been due to the fact that native varieties of English were seen as a benchmark for correctness by MoNE teachers. Accordingly, university instructors were more likely to favor non-native teachers although the results did not indicate a significant difference for their non-native teacher preferences. Also, Bayyurt (2006) suggested that impression of non-native teachers as successful role models may have had an effect on university instructors' positive attitudes towards non-native teachers. Their countenance to non-native teachers may have been the result of their English language learning experiences in which successful non-native teachers had an influence on their beliefs. As for the environments teachers aspired in ELT, the native speaking countries were prioritized by MoNE teachers and the results were significantly different from university instructors' preferences. Teachers' self-efficacy beliefs, past English learning experiences in native and non-native speaking countries and prejudiced beliefs about NESs may have

caused MoNE teachers to give particular importance to these native speaking countries such as the US, the UK and Canada.

Lastly, the acquisition of idiomatic and lexical knowledge of English was more important for MoNE teachers than university instructors. Reliance on native idiomatic expressions is required at the earlier stages of English language learning in order to understand the basics of a language. However, as the proficiency of the learners increases, the emphasis may move towards the use of in real-life communications with non-native speakers. The university instructors' less dependence on native idiomatic knowledge may be due to the fact that university students' changing needs in the academic settings.

All in all, the differences in teachers' perceptions of ELF showed that English language teachers at tertiary education were less tolerant of the errors in students' writings and these instructors were more likely to emphasize accuracy in speaking for their students. Apart from writing, the emphasis on fluency in speaking was emphasized by the two groups. Additionally, the teachers who were teaching English to less proficient learners, who were enrolled in primary, secondary and high schools, promoted native English teachers and native speaking environments for the acquisition of English. The university teachers, on the other hand, showed less reliance on non-native varieties in their ELT practices. However, both groups of teachers appraised the non-native varieties in their classroom settings to some extent. Moreover, it may also be argued that they were not biased by the NESs' superiority. In this sense, the teachers, in an expanding circle country, were not unrealistic as Alptekin (2002) asserted. University instructors' unbiased beliefs about native speaking teachers and environments can be supported by the nomenclature about the fallacy of native speakers (Rampton, 1990; Philipson, 1992; Davies 2004) as the tertiary education institutions prepare students to become competent users in real-life communication experiences.

5.3. Discussion of judgement task results

The teachers were asked to rate lexico-grammatically deviated sentences in terms of correctness, acceptability, intelligibility and importance for classroom correction on a 6 point Likert Scale. The highest means were obtained for intelligibility followed by acceptability and the least mean scores were obtained for correctness followed by importance for classroom communication. The intelligibility scores were supportive of

their responses in the questionnaire in that teachers emphasized intelligibility and found the lexico-grammatical utterances as acceptable. Not surprisingly, the utterances were not perceived as correct. In this respect, the least correctness scores were obtained for grammatical deviations. The answers in terms of importance for classroom communication were higher for these utterances (U6, U7, and U4). “In my country everybody have to do military service” was perceived as the least correct, as it was found by Dewey (2011). Moreover, this utterance had the lowest means for acceptability and intelligibility. Dewey noted the incorrectness result as surprising due to the fact that 3rd person –s is a characteristic feature of ELF but it was perceived as incorrect by English teachers and it was found to be the most important one to be corrected in the classroom. Moreover, the overall results for intelligibility and acceptability judgements were in consistent with Dewey (2011) and Jaramillo (2014). Omission of definite article was also considered as incorrect by the participants. Definite article “the”, as a function word, did not affect the meaning. Also, it did not have a correspondence in Turkish which was the L1 of the participants of this study. In this regard, it may be asserted that teachers from an expanding circle country relied on standard English rules for assessment and evaluation rather than meaning.

Another important result was obtained for the utterance “I didn’t finish reading the book yet” which was acceptable in American English. The utterance was found to be incorrect; however, this may be due to teachers’ unfamiliarity with the use of the grammatical construction, lack of knowledge, exposure to the standard grammar rules which are pervasive in British English.

Moreover, the lexical deviations were found to be correct and acceptable (U1 and U5). These scores may be an indicator that these sentences were not perceived to be causes of misunderstandings in communications. For example, Seidlhofer (2004) categorized high semantic generality verbs as the frequent deviations that did not cause any misunderstandings in ELF interactions. Within the scope of the present study, the misused high semantic generality verb was perceived as correct and it was not found to be important to correct in the classroom. Omitted prepositions in the sentences were also found to be correct by the teachers and they were perceived as intelligible and acceptable.

The overall results for the judgement task revealed that teachers’ correctness responses were significantly lower than acceptability and intelligibility responses. As tolerance and acceptance were used interchangeably by Chan (2018), tolerance for learners’ errors

referred to the notion that counting these errors as deviations by accepting these deviations as natural. From Chan (2018)'s perspective, the teachers tended to tolerate these deviations by the reason of that they found the utterances intelligible and acceptable. Tolerance was also associated with the differences such as the differences between the native and non-native writing or speaking (Heng Hartse and Kubota, 2014). In other words, tolerance was closely associated with realizing the gaps between native and non-native productions (speaking or writing) and interpreting the deviations or modifications as acceptable or unacceptable. Accordingly, Jenkins suggested that learners' lexico-grammatical modifications while using English were *innovations* (p. 489) rather than errors. The higher acceptability and intelligibility ratings indicated that these errors were tolerated to a certain degree.

5.4. Discussion of structured interview results

The interview results showed that teachers associated NESs' pronunciations with *clarity, intelligibility, originality, superiority* and *correctness* while they associated NNESs' accents with *acceptability* and *intelligibility*. *NNESs' lower proficiency* was also noted as a negative label for NNESs. Likewise, Kaur (2014) found that English accents were associated with positive terms such as "*understandable, cool, clear, intelligible*" whereas non-native accents were considered as "*hard to understand, incorrect, unclear*". As the participants of the study were teaching in an expanding circle country, their perceptions of native English varieties or inner circle varieties illustrated that they attached the correctness criteria to those countries which were considered as norm-providing countries by Kachru (1985). However, the participants were aware of the fact that English was a global language and the most frequent reasons for embracing a non-native variety in ELT environments and for the students were the dominance of NNESs in real-life communications and the need to make students competent users of English. Moreover, the findings clearly illustrated that the availability of NNESs on social media platforms made it easy to communicate with NNESs.

Furthermore, as Bayyurt (2006) suggested, the inclusion of cultural elements from a variety of countries enhanced language learning. In this vein, the importance of non-native cultures was expressed as a reason for integrating non-native elements in language classrooms by two of the participants in the current study.

Another theme for classroom practices was about assessment. The lack of assessment tools was reflected by the participants in this study. Young and Walsch (2010) also found similar results and suggested that the the prevalent EFL perspective in ELT was the reason for the dominance of standard English norms. Jenkins (2012), accordingly, asserted that international ELT examinations were based on native speaker norms and she, further, argued that these examinations did not project the real use of English which occurred in contexts where English was used among NNEs. Even though in-service English teachers were aware of the global role of English, they may not be able to implement activities and assessment techniques based on an ELF perspective as long as the norms, rules, assessment tools were NES-bound.

As for teachers' preferences for intelligibility and accuracy, assessment objectives were identified as the most frequent reasons to prioritize intelligibility or accuracy. All of the interviewees stated that they emphasized intelligibility; however, they put the emphasis on accuracy for the assessment of writing. Moreover, teachers' relatively lower tendency to emphasize intelligibility for the written tasks in the questionnaire items 18 and 19 was in parallel with the interview results. Inceçay and Akyel (2014) also found that the teachers and teacher trainers were more tolerant of the errors or deviations made by the learners in speaking. In the present study, an excerpt from interviewee 2 showed teachers' general inclination towards intelligibility.

“I always say: as long as you are understood, you speak perfect English. Our purpose is to be understood. Learning grammar takes too much time and being a perfectionist makes it worse when learning a language. While trying to speak perfectly, it might take more time to think and it affects fluency.” (Interviewee 2)

5.5. Suggestions

5.5.1. Suggestions based on the present study

The number of the participants may be extended in future studies so as to generalize the findings of this study. The background of the participants may also be limited to the ones who participated in this study. For this reason, participants from diverse backgrounds in terms of undergraduate education, experience abroad may be included in upcoming studies. Moreover, the L1 of the participants were Turkish in this study and the same

research study may be conducted in a different expanding circle country with participants who have different mother tongues to reach more generalizable data. Also, the teachers may be interviewed with more in-depth questions and spoken interviews may yield more comprehensive and detailed information about their practices and beliefs.

5.5.2. Suggestions for future research studies

Although the participants of the current study showed an understanding about native and non-native varieties of English and they appreciated the importance of non-native varieties for themselves, their students and in ELT environments, their actual practices may have differed. An experimental and longitudinal study is needed in order to investigate their actual practices. Moreover, a research design may be implemented in order to understand the difficulties and handicaps in the implementation of activities from an ELF perspective in a Turkish setting. Also, students' attitudes play an important role for the implementation of ELF-related activities and this respect, their perceptions of ELF may be investigated in order to gain a multi-dimensional view about the issue.

Furthermore, as Büyükyavuz (2013) suggests, there is a lack of trainings for English language teachers who are working at MoNE and universities. To this end, in-service teacher training programs, workshops and seminars about ELF, GE, EIL and WE might be designed and implemented for the teachers in order to better equip the teachers with new perspectives.

Finally, the differences in teachers' attitudes in relation to the institutions may need further research. The actual practices of teachers from different institutions, and their teaching contexts along with the characteristics of the students should be investigated with questionnaires and interviews in order to gain an insight about the underlying reasons for their different perceptions, attitudes, and preferences.

CHAPTER VI

CONCLUSION

6.1. Introduction

This chapter summarizes the main findings of the current research study which aimed at understanding teachers' attitudes towards ELF and the varieties of English that emerged as a result of the use of English globally. In the next section, pedagogical implications based on this study are given.

6.2. Summary of the main findings

This thesis study investigated in-service English Language teachers' attitudes towards ELF. The study investigated their attitudes in relation to their own English learning, their students' English learning, and ELT environments. Moreover, their aspirations for intelligibility and accuracy were explored. The study included teachers who were teaching English at kindergartens, primary schools, secondary schools, high schools and universities. The study showed that teachers were aware of the global status of English for their students and they emphasized intelligibility rather than accuracy in terms of all the aspects which this study focused on. Their preferences and attitudes were grounded on the frequency of occasions where non-native speakers were present, the acceptability of non-native varieties and the global use of English.

However, the teachers showed a strong tendency to favor native speakers for speaking as it was found in some studies (Kuo, 2006; Sifakis, 2009; Coşkun, 2011; İnceçay and Akyel, 2014). The present study, in this vein, investigated teachers' reasons for their preferences and teachers stated the originality and correctness of native varieties as their motives for their attitudes towards native varieties. However, teachers did not have a strong preference for talking to NESs and NNEs and the same result was observed for learning environments regarding their preferences for countries where English was spoken as an L1 or L2.

Furthermore, the teachers identified intelligibility as their main purpose for their students' language productions. Ensuring fluency in communications and supporting students'

creativity during the activities were also governing factors in teachers' orientations to prioritize intelligibility rather than accuracy. In this respect, teachers found lexico-grammatically deviated sentences, which were common features of ELF communications as intelligible and acceptable. However, they were prudent in terms of their ratings for correctness of these sentences. They also found these lexico-grammatical deviations as important to correct in the classroom to some extent. Another important finding of this study was that teachers attached a greater importance for grammatical deviations than lexical deviations. As the teachers noted the importance of grammar correction for students' written works in the interviews, their lower correctness ratings and higher tendency to correct grammatical deviations in the classroom supported their attachment to the native speaker norms in terms of writing.

As for the different attitudes in terms of teachers' institutions, the study suggested the main objectives in teaching and learning English, and the proficiency of the learners as the important factors for these differences. Native and non-native English language teachers in teachers' English language learning experiences, their personal beliefs about the integration of non-native varieties in ELT, communication experiences with NESs and NNESs were also asserted as the underlying reasons in this respect.

All in all, the present study provided insights for the study of ELF. Teachers' attitudes towards ELF were scrutinized in different aspects and they showed a similar pattern in their choices for themselves, their students and ELT environments. Their preferences were also elaborated through open-ended interview questions and they were found to be ready to embrace ELF in their current teaching practices. The study also revealed that they were aware of the global use of English, the importance of non-native varieties in ELT classrooms. However, they admired NESs and attached the positive labels to native varieties.

6.3. Pedagogical implications of the study

First of all, in-service teachers who participated in this study showed an awareness about the non-native varieties and their verbal comments about non-native varieties showed that they confirmed the validity and acceptability of these varieties in the international arena. The findings may suggest that teachers are ready to employ an ELF approach in their teaching practices; however, they may not be able to implement the activities based on an

ELF approach. Therefore, teachers need short-term or long-term trainings about the integration of ELF-based activities in their teaching environments.

Secondly, the results helped to discern teachers' dual orientations towards understanding non-native speakers' power and native speakers' dominance on the use of English in that they preferred to teach native idiomatic expressions to their students while they believed that exposure to non-native varieties was important to teach English. In this respect, teachers should be informed about the theoretical findings which suggested the frequent causes of misunderstandings were these idiomatic expressions, slang and proverbs pertained to native varieties of English (Seidlhofer, 2001). Moreover, teachers and students should be instructed about the varieties from Kachru (1991)'s inner, outer and expanding countries to make them aware of the specific features of the varieties that were used in these countries. With the help of instruction, teachers' and students' familiarity with the varieties may increase and they might be able to develop a better understanding about English as a global language.

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APPENDICES

Appendix 1. The questionnaires used in the study

This questionnaire is designed to understand the English as a Lingua Franca perceptions of in-service English teachers in Turkey as part of a thesis study at ELT Department, Sakarya University.

Your answers will be used for research purposes only and your answers, additional comments will be highly appreciated. Thanks for your participation. The survey consists of 3 sections (A,B,C)

Büşra KAMAZ

English Teacher

busrakamaz@gmail.com

A. PERSONAL INFORMATION

1. E-mail (optional): _____

2. Gender:

Male Female

3. The level of school you are teaching

Kindergarten Primary Secondary High School University

4. Your experience in teaching English:

less than 1 year 1-3 years 4-5 years more than 5 years

5. Do you pursue an M.A /Phd degree in English Language Education?

Yes No

6. Which major did you study at the university?

a. English Language Teaching

b. English/American Language and Literature

c. Translation and Interpreting Studies

d. Other: _____

B. Please rate the statements about your perceptions of English as a Lingua Franca.

(1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree)

	Statements	1	2	3	4	5
1	It is not important for me to be perceived as a native English speaker. I just want to be intelligible, so people can understand me					
2	I prefer to talk to native speakers rather than non-native English speakers					
3	I understand non-native speakers of English better than I can understand native speakers					
4	I do not like it when I hear people speak English with a strong non-native English accent.					
5	I admire second language speakers who can speak English like educated native speakers					
6	As an English teacher, I (will) encourage my students to speak with native-like pronunciation.					
7	I do not think that it is important for my students to sound like native speakers. I just want them to be intelligible, so people can understand them					
8	I try to help my students acquire phrases and idiomatic lexical knowledge in English.					
9	I believe that it is important to make my students aware that there are many varieties of English that are equally important for international communication.					
10	I believe that my students should be exposed to different English varieties (e.g. Australian English, Singaporean English, South African English, Caribbean English, etc.).					
11	I think that the best way to learn English is to live in an English speaking country, like the US, England, Canada, etc.					
12	I think that one can acquire a high proficiency in English outside an English speaking country.					
13	I think that because English has become a global language, native speaker standards are no longer universal					
14	I believe that in the future, people in different parts of the world will speak their own variety of English					
15	When I was learning English, I preferred my classes to be taught by native English teachers.					
16	When I was learning English, I preferred my classes to be taught by non-native English teachers.					
17	I am bothered when I hear students speak English with grammatical errors					
18	When I assess students' written assignments, I give more weight to the development and organization of ideas than to grammatical accuracy					
19	When my students give oral presentations, I am more concerned about their fluency rather than their oral accuracy					

C. Please rate the sentences according to given criteria.

- a.** Correctness: Do you find the sentence correct?
- b.** Acceptability for international communication: when you hear this utterance, do you find the utterance acceptable for a communication?
- c.** Intelligibility for international communication: when you hear the utterance, do you find the utterance understandable?
- d.** Importance for classroom communication: When your students make such kind of an error in the classroom, do you find it important to correct?

1. Last summer I was happy because I finally took my driving license.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

2. We need to discuss about the problem.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

3. I enjoy listening classical music.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

4. My sister has same problem as me.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

5. Pollution is a major issue and a big problem for the nature.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

6. In my country everybody have to do military service.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

7. I didn't finish reading the book yet.

a)	not very correct	1	2	3	4	5	6	very correct
b)	not very acceptable	1	2	3	4	5	6	very acceptable
c)	not very intelligible	1	2	3	4	5	6	very intelligible
d)	not very important to correct	1	2	3	4	5	6	very important to correct

Appendix 2. Consents obtained through e-mails

A request  Gelen Kutusu x



Büşra Kamaz <busrakamaz@gmail.com>

27 Eki 2018 Cmt 13:14



Alici: gabriela.lopez ▾

Dear Ms. Jaramillo,

I am an M.A student at Sakarya University in Turkey. I am currently working on my thesis study about in-service English Language Teachers' perceptions about English as a Lingua Franca. I would like to get your permission to use your questionnaire that you have used as part of your M.A thesis at Southern Illinois University. If you allow me to use your questionnaire, I will be very glad.

Kind regards
Busra Kamaz



Maria Gabriela Lopez Jaramillo <gabriela.lopez@siu.edu>

4 Kas 2018 Paz 17:50



Alici: ben ▾

Dear Ms. Kamz,

Please, feel free to use my questionnaire. Your citation should state my name as Lopez Jaramillo M.G. Also, my permission is granted just for the first two sections of my instrument (Demographic Information and the Likert scale). The third section was developed by Dr. Martin Dewey and published as:

Dewey, M. (2011). Accommodative ELF talk and teacher knowledge. In A. Archibald, A. Cogo, & J. Jenkins (Eds.) Latest trends in ELF research (pp. 205-225). Newcastle, UK: Cambridge Scholars.

Let me know if you have any further question. Good luck with your thesis!

Best regards,

Gabriela

Gabriela Lopez
Case Manager
Achieve Program

A request

Gelen Kutusu x



Büşra Kamaz <busrakamaz@gmail.com>

12 Mart Sal 19:53



Alici: martin.dewey v

Dear Dr. Dewey,

I am an M.A. student at Sakarya University in Turkey and I am currently working on my thesis study about in-service English Language Teachers' perceptions about ELF. I would like to use your items and scale about lexicogrammatical features of ELF in Dewey, M. (2011). Accommodative ELF talk and teacher knowledge. In A. Archibald, A. Cogo, & J. Jenkins (Eds.) Latest trends in ELF research (pp. 205-225). Newcastle, UK: Cambridge Scholars.

I would be glad if you permit me to use the items.

Kind regards



Dewey, Martin <martin.dewey@kcl.ac.uk>

13 Mart Çar 08:42



Alici: ben v

Dear Büşra

Hello. Yes, of course, happy for you to use the items and scale.

Very best wishes

Martin

Dr Martin Dewey
Senior Lecturer in Applied Linguistics
School of Education, Communication and Society/
Centre for Language Discourse and Communication
King's College London

Programme Director MA Applied Linguistics & ELT (with Delta).

<https://www.kcl.ac.uk/study/postgraduate/taught-courses/applied-linguistics-and-english-language-teaching-ma.aspx>

Editor, *Journal of English as a Lingua Franca*

<https://www.degruyter.com/view/j/jelf>

Appendix 3. Structured interview questions

Interview Questions

These questions are designed to understand in-service English teachers' attitudes towards English as a Lingua Franca (ELF) in Turkey as part of an MA thesis study conducted at Sakarya University. .

Your answers will be used for research purposes only and your answers, additional comments will be highly appreciated. Thanks for your participation.

Büşra KAMAZ

English Teacher

busrakamaz@gmail.com

A. Background information

7. E-mail: _____

8. Gender: Male Female

9. The level of school you are teaching

Kindergarten Primary Secondary High School University

10. Your experience in teaching English:

less than 1 year 1-3 years 4-5 years more than 5 years

11. Do you pursue an M.A /Phd degree in English Language Education? Yes No

12. Which major did you study at the university?

English Language Teaching Other

13. Have you taken a course about Global Englishes / ELF / English Varieties during your undergraduate education?

Yes No

14. I give consent for the data to be used for research purposes

INTERVIEW QUESTIONS

1. Where do you use English outside of the classroom? For what purposes do you use English? (travel abroad, academic settings, on social media platforms, etc)
2. Do you use English to communicate with native or non-native speakers outside of the classroom? (frequency of your communicative occasions with native and non-native speakers)
3. How do you describe your experience of talking to non-native and native speakers of English?, Which ones are more intelligible? Do you think the native speaker norms are no longer valid?
4. Did you take a course about Global Englishes or English as a Lingua Franca during your undergraduate education? What do you remember from the courses that you took at undergraduate level?
5. Which variety of English (native or non-native) do you prefer to use in your daily life? Why?
6. Which variety of English (native or non-native) do you prefer your students learn? Why?
7. Which variety of English (native or non-native) should the learners be exposed to while learning English? Which varieties (native or non-native) should an English language Teacher use in the classroom? Why?
8. Which varieties do your materials include? How often do you include non-native cultural elements in your lessons? For example, do you include cultural elements from Turkey to teach English? If yes, can you give examples about how you integrate non-native elements?
9. Do you emphasize accuracy or intelligibility of your students? Why? While assessing your students' oral presentations/writing assignments/ essays or speaking skills/writing skills, do you prioritize grammatical accuracy or intelligibility?

Appendix 4. Kruskal Wallis Test results for the analysis of the results in relation to experience

Statements	Experience	n	Mean Rank	df	χ^2	p
Statement 1	1-3 years	30	69,25	2	3,787	,151
	4-5 years	32	56,13			
	more than 5 years	71	70,95			
Statement 2	1-3 years	30	60,47	2	1,205	,548
	4-5 years	32	69,63			
	more than 5 years	71	68,58			
Statement 3	1-3 years	30	62,93	2	1,316	,518
	4-5 years	32	73,30			
	more than 5 years	71	65,88			
Statement 4	1-3 years	30	72,77	2	,925	,630
	4-5 years	32	64,97			
	more than 5 years	71	65,48			
Statement 5	1-3 years	30	69,53	2	,197	,906
	4-5 years	32	66,52			
	more than 5 years	71	66,15			
Statement 6	1-3 years	30	60,80	2	1,996	,369
	4-5 years	32	63,69			
	more than 5 years	71	71,11			
Statement 7	1-3 years	30	68,57	2	,617	,735
	4-5 years	32	62,52			
	more than 5 years	71	68,36			
Statement 8	1-3 years	30	66,23	2	,055	,973
	4-5 years	32	68,23			
	more than 5 years	71	66,77			

	1-3 years	30	71,23			
Statement 9	4-5 years	32	76,19	2	4,467	,107
	more than 5 years	71	61,07			
	1-3 years	30	71,63			
Statement 10	4-5 years	32	70,19	2	1,283	,527
	more than 5 years	71	63,61			
	1-3 years	30	69,52			
Statement 11	4-5 years	32	74,48	2	2,475	,290
	more than 5 years	71	62,56			
	1-3 years	30	71,87			
Statement 12	4-5 years	32	65,98	2	,678	,713
	more than 5 years	71	65,40			
	1-3 years	30	58,57			
Statement 13	4-5 years	32	61,16	2	4,361	,113
	more than 5 years	71	73,20			
	1-3 years	30	64,80			
Statement 14	4-5 years	32	58,67	2	3,016	,221
	more than 5 years	71	71,68			
	1-3 years	30	70,33			
Statement 15	4-5 years	32	72,69	2	1,770	,413
	more than 5 years	71	63,03			
	1-3 years	30	64,43			
Statement 16	4-5 years	32	60,94	2	1,780	,411
	more than 5 years	71	70,82			
	1-3 years	30	77,00			
Statement 17	4-5 years	32	65,19	2	2,823	,244

	more than 5 years	71	63,59			
	1-3 years	30	64,23			
Statement 18	4-5 years	32	79,95	2	5,261	,072
	more than 5 years	71	62,33			
	1-3 years	30	66,53			
Statement 19	4-5 years	32	75,22	2	2,318	,314
	more than 5 years	71	63,49			

Appendix 5. Mann Whitney U Test results for the analysis of the results in relation to the institute (school type) of the teachers

	Statements	School Level	n	Mean Rank	Sum Ranks	U	p
	Statement 1	MoNE	84	68,71	5772,00	1914,000	,478
		University	49	64,06	3139,00		
	Statement 2	MoNE	84	68,10	5720,00	1966,000	,658
		University	49	65,12	3191,00		
	Statement 3	MoNE	84	70,69	5938,00	1748,000	,138
		University	49	60,67	2973,00		
	Statement 4	MoNE	84	66,02	5546,00	1976,000	,694
		University	49	68,67	3365,00		
	Statement 5	MoNE	84	71,78	6029,50	1656,500	,043
		University	49	58,81	2881,50		
	Statement 6	MoNE	84	71,06	5969,00	1717,000	,096
		University	49	60,04	2942,00		
	Statement 7	MoNE	84	67,26	5650,00	2036,000	,915
		University	49	66,55	3261,00		
	Statement 8	MoNE	84	73,72	6192,50	1493,500	,005
		University	49	55,48	2718,50		
	Statement 9	MoNE	84	72,97	6129,50	1556,500	,012
		University	49	56,77	2781,50		
	Statement 10	MoNE	84	67,23	5647,00	2039,000	,927
		University	49	66,61	3264,00		
	Statement 11	MoNE	84	75,46	6339,00	1347,000	,001

		University	49	52,49	2572,00		
	Statement 12	MoNE	84	69,22	5814,50	1871,500	,364
		University	49	63,19	3096,50		
	Statement 13	MoNE	84	66,46	5583,00	2013,000	,827
		University	49	67,92	3328,00		
	Statement 14	MoNE	84	72,06	6053,00	1633,000	,034
		University	49	58,33	2858,00		
	Statement 15	MoNE	84	72,18	6063,00	1623,000	,037
		University	49	58,12	2848,00		
	Statement 16	MoNE	84	65,01	5460,50	1890,500	,413
		University	49	70,42	3450,50		
	Statement 17	MoNE	84	67,73	5689,50	1996,500	,767
		University	49	65,74	3221,50		
	Statement 18	MoNE	84	76,99	6467,50	1218,500	,000
		University	49	49,87	2443,50		
	Statement 19	MoNE	84	70,64	5934,00	1752,000	,129
		University	49	60,76	2977,00		

Appendix 6. The approval of the ethics committee of Sakarya University

Evrak Tarih ve Sayısı: 15/04/2019-E.4801



T.C.
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Kurulu

Sayı :61923333/050.99/
Konu :11/08 Büşra KAMAZ
GÜMÜŞEL

Sayın Büşra KAMAZ GÜMÜŞEL

İlgi : Büşra KAMAZ GÜMÜŞEL 20/03/2019 tarihli ve 0 sayılı yazı

Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığının 03.04.2019 tarihli ve 11 sayılı toplantısında alınan "08" nolu karar örneği ekte sunulmuştur.
Bilgilerinizi rica ederim.

Prof. Dr. Arif BİLGİN
Etik Kurulu Başkanı

8. Büşra KAMAZ GÜMÜŞEL'in Exploring in-service English Language Teachers' Attitudes towards English as a Lingua Franca in Turkey (Türkiye'de görev yapmakta olan İngilizce Öğretmenlerinin Ortak Dil olarak kullanımına yönelik Türkiye'deki tutumları ile Ortak Dil Olarak İngilizce kullanımından doğan sözcük ve dilbilgisi hatalarına ilişkin algılarının araştırılması) başlıklı çalışması görüşmeye açıldı.
Yapılan görüşmeler sonunda, Büşra KAMAZ GÜMÜŞEL'in Exploring in-service English Language Teachers' Attitudes towards English as a Lingua Franca in Turkey (Türkiye'de görev yapmakta olan İngilizce Öğretmenlerinin Ortak Dil olarak kullanımına yönelik Türkiye'deki tutumları ile Ortak Dil Olarak İngilizce kullanımından doğan sözcük ve dilbilgisi hatalarına ilişkin algılarının araştırılması) başlıklı çalışmasının Etik açıdan uygun olduğuna oy birliği ile karar verildi.

Evrak Doğrulamak İçin : <http://191.140.253.232/evrak/etk/BelgeDogrulama.aspx?TV=668AMVLDY>

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Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

CURRICULUM VITAE

CURRICULUM VITAE AND PUBLICATIONS:

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EDUCATION

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B.A.: Foreign Languages Education Department / Boğaziçi University

WORK EXPERIENCE:

Title/Position	School	Year(s)
English Teacher	İSTEK Foundation Schools, İstanbul, Turkey	2015 – 2016
English Teacher	Mehmet Akif Ersoy Multi-Programme Anatolian High School, Sakarya, Turkey	2016 - Present

PUBLICATIONS:

A. Journal Articles

Kocaman,O.,Yıldız, M. & Kamaz, B. (2018). Use of Vocabulary Learning Strategies in Turkish as a Foreign Language Context. *International Journal of Psychology and Educational Studies*, 5(2). 54-63. doi: 10.17220/ijpes.2018.02.7