



A Look into Turkish EFL Teachers' Perceptions towards ELF and its Pedagogical Implications *

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Received date: 15.02.2021

Accepted date: 17.08.2021

Abstract

The purpose of this study was to assess EFL teachers' perceptions toward English as a lingua franca (ELF) and its pedagogical implications. The research was designed using a quantitative model. The study examined 52 EFL teachers who worked in a foundation university's English preparatory program. As a research method, convenience sampling was used. Teachers were asked to complete a questionnaire divided into three sections. They began by providing demographic information. They were questioned about their perceptions toward the concept of ELF in the second section, and about their perceptions toward the pedagogical implications of ELF in the third section. The SPSS 25 statistical package was used to analyze the data. The findings indicated that EFL teachers favored the ELF concept. When it came to the pedagogical implications of ELF, however, teachers opted for neutrality, despite their occasional support.

Keywords: English as a lingua franca (ELF), EFL teachers, EFL teachers' perceptions, pedagogical implications.

* This study is a part of PhD Dissertation.

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Türk İngilizce Öğretmenlerinin İngilizcenin Uluslararası Ortak İletişim Dili Olmasına ve Bunun Pedagojik Etkilerine Dair Algılarına Bir Bakış*

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Geliş tarihi: 15.02.2021

Kabul tarihi: 17.08.2021

Öz

Bu çalışma, İngilizce öğretmenlerinin İngilizcenin uluslararası ortak iletişim dili (ELF) olmasına yönelik algılarını ve bu algının pedagojik etkilerini incelemeyi amaçladı. Araştırmanın tasarlandığı model niceldir. Bir vakıf üniversitesinin İngilizce hazırlık programında görev yapan 52 İngilizce öğretmeni bu araştırmanın evrenini oluşturmuştur. Uygun örnekleme, bir araştırma yöntemi olarak benimsenmiştir. Öğretmenlerden üç bölümden oluşan bir anketi yanıtlamaları istendi. İlk bölümde kendilerinden istenen demografik bilgileri sundular. İkinci bölümde ELF kavramına yönelik algılarına dair sorulara cevap verdiler. Üçüncü bölümde ise ELF' in pedagojik etkilerine yönelik algılarına dair sorulara cevap verdiler. Veriler SPSS 25 kullanılarak analiz edildi. Sonuçlar, İngilizce öğretmenlerinin ELF kavramına olumlu yaklaştıklarını ancak bu kavramın sınıf içi uygulamaları konusunda, zaman zaman verdikleri desteğe rağmen, kararsız olduklarını ortaya koydu.

Anahtar Kelimeler: Uluslararası iletişim dili olarak İngilizce, İngilizce öğretmenleri, İngilizce öğretmenlerinin algıları, pedagojik etkiler.

* Bu çalışma, Doktora Tezi'nin bir parçasıdır.

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1. Introduction

A lingua franca can be defined as the common language of people with varying linguistic backgrounds. In this sense, English serves as a lingua franca for the majority of non-native speakers, giving it an unmatched status. Jenkins (2015) cataloged the various definitions of English as a lingua franca (ELF), which have evolved over time. Initially, it was defined as a language of contact between speakers of different first languages (Jenkins, 2009). Later on, the definition expanded to include not only interaction between speakers of different first languages, but also those who prefer to communicate in English (Seidlhofer, 2011). Finally, it was identified as a possible option for performing English as ELF alongside a variety of other languages (Mortensen, 2013).

The rapidly growing number of non-native English speakers in comparison to native English speakers increased the possibility of engaging in interactions with non-native English speakers, and thus raised some questions about who owns English and whether acquiring native English speaker norms should be the ELT classroom's goal (Widdowson, 2003). In light of this, the ELF perspective suggests that non-native English speakers should also be able to claim ownership of English and use it in their own distinctive ways for a variety of communicative purposes. This removes native English speakers' authority as the sole arbiters of proper English usage. As Graddol (1997) puts it, those who do not speak English natively will determine the language's future.

The global status of English and the fact that it is no longer owned by native English speakers has some pedagogical implications. Several of these educational inferences for ELT classrooms concern EFL teachers' and students' preferences for native and non-native English teachers, as well as the extent to which target language and global cultures should be integrated into English language classes and how language proficiency should be evaluated in English exams. These requirements derived from contemporary English realities that necessitate a reevaluation of established English pedagogical practices by ELT stakeholders.

Within this framework, Sifakis (2014) asserts that research on English as a lingua franca indicates that for a sizable proportion of the population, English is no longer a foreign language, which has implications for English teaching and learning. As a result, this draws scholarly attention to the need for EFL teachers to be trained in order to incorporate current ELF conceptualizations into their teaching practices (Hamid, Zhu & Baldauf, 2014). With this in mind, an ELF-aware perspective can significantly benefit teacher education programs by promoting a more realistic and broad-spectrum understanding of English teaching. Indeed, a teacher education program that views native English speakers as the ideal model no longer adequately represents the language's current realities.

Several studies have shown that English teachers' attitudes toward ELF are inconsistent. For example, English teachers in Greece stated that they were aware of English as a lingua franca; however, this awareness did not prevent them from adhering to native English norms in their teaching practices (Sifakis & Sougari, 2005; Sougari & Sifakis, 2007). Similarly, pre-service English teachers in Greece placed a greater emphasis on native-like grammar and pronunciation, as well as their belief that successful communication is more important than anything else (Sougari & Faltzi, 2015).

A similar portrait is also the case in Turkey, because English teachers continue to support native norms in their teaching contexts. Pre-service English teachers in Turkey, for example, express a

preference for native English varieties as a teaching model and are unwilling to incorporate an ELF perspective into their daily teaching practices (Biricik Deniz, Özkan & Bayyurt, 2016). English teachers' admiration for native accents is another indicator of devotion to native speaker standards. According to Coşkun (2011), several prospective teachers from the ELT department expressed that they were fond of the native English speaker accent despite their ELF awareness. Similarly, a little less than half of the tertiary level Turkish EFL teachers and educators expressed support for ELF while at the same time continued to state their preferences for British or American accents (İnceçay & Akyel, 2014). These different examples indicate that native speaker norms are harder to reshape than anticipated.

Several studies in this area have found that native English norms are prevalent not only in Turkish and Greek learning contexts, but also in other parts of the world. In-service English teachers in Turkey, Poland, and Portugal hold opposing views on ELF-oriented formulations, according to Bayyurt, Kurt, Öztekin, Guerra, Cavalheiro, and Pereira (2019). While they agree that different cultures should be included in English classes, nearly half of them insist on materials from English-speaking countries promoting native English accents and accuracy standards. As can be seen, awareness of ELF does not automatically result in changes in English language instructors' attitudes and practices. Several examples from various cultural contexts show that EFL teachers are aware of the ELF concept, but they remain committed to native English norms and their use as a benchmark for teaching English as well as comparing and judging proficiency.

When the perspectives of English language teachers in the expanding circle countries were sought, the concept of ELF was viewed differently. In a study conducted by Soruç (2015), 45 non-native English teachers from five EFL countries (Turkey, Italy, Egypt, Germany, and China) stated that they would never use ELF features that are considered ungrammatical. The respondents in those expanding circle countries preferred the native-speaker model of English, according to the findings. Despite the fact that ELF features did not impair mutual understanding, the participating EFL teachers refused to accept inappropriate ELF grammatical features because they were incompatible with native speaker norms, which were regarded as prestigious.

In a similar vein, some EFL teachers continue to believe that native English speakers are better at teaching the English language. In English language classrooms at a public secondary school, Zabitgil Gülseren and Sarıca (2020) explored EFL teachers' and students' predispositions for native norms. Participants' preferences for native and non-native English teachers were also investigated as part of this study. Although the students in the study did not exhibit a strong preference for native English teachers when questioned, the teachers did, particularly in the teaching of key language skills such as speaking. This research is important because it demonstrates language teachers' commitment to native speaker norms at the expense of their own self-confidence. Language teachers follow the same pattern as the prior studies, which show a strong commitment to native speaker norms. It may be required to broaden language teachers' understanding of the concept of ELF and what it means for their language activities.

Language, like the power dynamics that surround it, never stands still. Any language's social realities evolve over time. Berns (2019) suggests that the perception of English's current sociolinguistic reality should be investigated further in a variety of contexts worldwide. Similarly, Dewey (2012) argues that it is critical to understand EFL teachers' perspectives on ELF and its pedagogical implications in order to design undergraduate ELT programs that reflect the current state of English in the modern era. In this regard, in-service EFL teachers are more likely to

encounter difficulties as a result of the chasm that exists between their native English-oriented teaching practices and the actual role of English in the modern world.

Given the need for additional research in a variety of situations, this study examined the perspectives of Turkish EFL teachers at the tertiary level on ELF and its pedagogical consequences in the setting of an English preparatory program at a foundation university. Furthermore, it was discovered that there was insufficient research undertaken in this specific setting (Bayyurt, 2008; Coşkun, 2011; İnceçay & Akyel, 2014; Soruç, 2015; Biricik Deniz, et al., 2016; Biricik Deniz, Kemaloğlu Er, & Özkan, 2020; Zabitgil Gülseren & Sarıca, 2020). As a result, it was expected that the findings of this study would have implications not just for in-service teacher education programs but also for undergraduate pre-service ELT programs. Similarly, it is expected that the findings of this study will be useful in establishing the curriculum of an English preparatory program. In order to investigate the situation, the following research questions were devised:

1. What are Turkish EFL teachers' perceptions towards ELF?
2. What are Turkish EFL teachers' perceptions towards the pedagogical implications of ELF?
3. What are Turkish EFL teachers' perceptions towards the concept of ELF in terms of the following variables: English varieties, ELF interactions, and English learning objectives?
4. What are Turkish EFL teachers' perceptions towards the pedagogical implications of ELF in terms of the following variables: English teachers, target language culture, global cultures, and English exams?

2. Method

2.1. Research Design

The purpose of this study was to ascertain in-service tertiary level EFL teachers' perceptions toward the concept of ELF and its pedagogical implications. With this objective in mind, a quantitative study was conducted to gain a more complete picture of the target population (Martin & Bridgmon, 2012). Another reason for using a quantitative research methodology was the topic's contradictory nature, which made it likely that participants would struggle to generate some ideas without being provided with some essential conceptualizations via closed-ended questions. Additionally, by utilizing this method, it would be possible to ask the participants a broad range of targeted questions in a condensed period of time.

2.2. Setting and Participants

Current study was conducted at an English preparatory program of a foundation university in the province of İstanbul. This university included international students and academicians from all around the world; hence, English was used as a medium of instruction in many of its departments. Furthermore, English preparatory program was compulsory for the students whose English proficiency is not sufficient to start their departments. The participants of the study comprised 52 EFL teachers (20 males and 32 females) working in the English preparatory program of this university. The researcher took advantage of convenience sampling relying on voluntary participation. The essence of convenience sampling is based on the researcher's selection of an easily accessible population (Dawson & Trapp, 2001). Additionally, the fact that the researcher himself was employed in the same program facilitated access to the target population.

2.3. Instruments

A five-point Likert scale questionnaire was used to collect data about EFL teachers' perceptions of ELF and its pedagogical implications, which was devised by the researcher based on relevant literature and was published earlier in his doctoral thesis (Geçkinli, 2020). Similar studies on ELF were reviewed during the development of the questionnaire (Deniz, Özkan, & Bayyurt, 2016;

Jenkins, 2015; Soruç, 2015; İnceçay & Akyel, 2014; Cogo & Dewey, 2012; Coşkun, 2011; Seidlhofer, 2011; Ton & Pham, 2010), and the most prominent issues on the subject were determined, (e.g., *English varieties, ELF interactions, English learning objectives, English teachers, target language culture, global cultures, and English exams*). Because of content overlap between some questions and low factor loading, the total number of survey questions was reduced from 38 to 26 as a result of expert advice and factor analysis. Following the piloting, the Cronbach's alpha measure of questionnaire item reliability was found to be sufficient (.71) to proceed with further analyses (George & Mallery, 2003). As a result, the first section of the survey asked for demographic information such as participants' gender and years of teaching experience. With 13 items, the perceptions of EFL teachers toward the concept of ELF were investigated in the second part (e.g., *I think the emergence of non-standard varieties of English corrupt standard varieties; I think an English speech with grammar mistakes is acceptable as long as it is intelligible; One should aim to have a native-like English accent*). Similarly, their perceptions of the applicability of ELF in the English classroom were investigated with another 13 items in the final section (e.g., *I think foreign English teachers must be either from America or from England; I think it is necessary to know about world cultures to learn English well; I think only American or British cultures must be taught in English language classes; I think only American and British English should be tested in English exams*).

2.4. Data Collection and Analysis

The researcher informed the participants about the study and its purpose after obtaining the necessary permissions from the Istanbul Sabahtin Zaim University (Ethics Committee's Decision Date: 28.01.2021; Issue Number: 2021/01) and the English preparatory program. After teachers signed consent letters indicating their acceptance of the terms, questionnaires were distributed to them for completion. Additionally, he stated that participation was voluntary and that all information provided would be kept strictly confidential except for scientific purposes. They then took approximately 30 minutes to complete the process and submit their responses. The findings regarding EFL teachers' perceptions of ELF and its pedagogical implications were analyzed using the SPSS 25 statistical package. The data from the demographic information section of the questionnaire were analyzed using frequencies (f) and percentages (%) derived from the variable values' general distribution. Following that, inferential statistics were used to ascertain teachers' perceptions of ELF and its pedagogical implications. Mean values and their standard deviations were computed during the data analysis process. The relevant scale was classified in the following manner for this purpose: 1.00–1.80 indicates strong disagreement, 1.81–2.60 indicates disagreement, 2.61–3.40 indicates neutrality, 3.41–4.20 indicates agreement, and 4.21–5.00 indicates strong agreement (Hemmati & Mojarrad, 2016).

3. Results

The first and second research questions aimed to elicit data regarding Turkish EFL teachers' overall attitudes toward the ELF construct and its pedagogical implications. Quantitative data was subjected to inferential statistics in order to achieve this. In this regard, Table 1 summarizes the findings.

Table 1. Perceptions of EFL Teachers as a Whole Regarding the ELF Concept and its Pedagogical Implications

Overall Perceptions	N	M	SD	95% CI
Towards the Concept of ELF	52	3.52	0.54	[3.37, 3.67]
Towards the Pedagogical Implications of ELF	52	3.40	0.49	[3.27, 3.53]

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Note. 2 = 95% CI indicates the range of plausible value for the given population parameter.

The first research question examined Turkish EFL teachers' perceptions of the concept of ELF through the lens of three sub-dimensions: English varieties, ELF interactions, and English learning objectives, which will be elaborated in the third research question. As shown in Table 1, the overall mean for EFL teachers' attitudes toward ELF is 3.52, with the lowest score being 1.85 and the highest being 4.69. Additionally, this result's distribution on the Likert scale is as follows: 9.01 percent strongly disagree, 15.07 percent strongly disagree, 14.05 percent neutral, 34.60 percent agree, and 27.22 percent strongly agree. This indicates that teachers' overall attitudes toward the ELF construct are favorable.

The second research question, using an additional 13 items, sought to analyze Turkish EFL teachers' overall perceptions of the pedagogical implications of ELF through the lens of four sub-dimensions: English teachers, target language culture, global cultures, and English exams, all of which are elicited in research question four. As shown in Table 1, EFL teachers have a neutral attitude regarding the pedagogical implications of ELF, with a mean value of 3.40, with 2.23 being the lowest and 4.62 being the highest. Furthermore, according to 5-point Likert ranges, the percentage distributions of the general results are as follows: 16.56 percent strongly disagree, 19.96 percent disagree, 23.08 percent neutral, 26.92 percent agree, and 13.46 percent strongly agree. In short, whilst some of the ELF instructional approaches have received endorsement, the bulk of EFL teachers remains neutral on the subject.

Along with the broad findings from the first research question, the third research question sought to elucidate EFL teachers' perceptions toward ELF in terms of several variables, including English varieties, ELF interactions, and English learning objectives (Table 2).

Table 2. Variables about EFL Teachers' Perceptions towards the Concept of ELF

Variables	N	M	SD	95% CI
English Varieties	52	3.70	0.75	[3.50, 3.90]
ELF Interactions	52	3.70	0.69	[3.51, 3.89]
English Learning Objectives	52	3.11	0.75	[2.91, 3.31]

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Note. 2 = 95% CI indicates the range of plausible value for the given population parameter

As shown in Table 2, the first variable sought to elicit information about EFL teachers' perceptions toward English varieties through the use of some closed-ended questions (e.g., *I think we should be familiar with the non-standard varieties of English; I think British English and American English are the best varieties; I think non-standard varieties of English corrupt English language; I believe English should be taught in view of its diverse variants worldwide*). In relation to that, EFL teachers appear to recognize the unprecedented spread of English as a lingua franca and the resulting global variations. Additionally, they appear to endorse these variants rather than limiting themselves to the native models. As a result, the mean value corresponding to this consequence is M= 3.70.

The second variable was designed to elicit information about EFL teachers' perceptions toward ELF interactions via some closed-ended questions (e.g., *I think an English text with grammar mistakes must be acceptable as long as it is intelligible; I think an English speech with grammar mistakes must be acceptable as long as it is intelligible; I think achieving communication is more important than using correct English grammar; I think achieving communication is more important than having a native-like accent*). The findings for this variable indicate that EFL teachers' perspectives tend to align with the ELF perspective, which places a premium on successful communication with interlocutors from diverse linguistic backgrounds over proper English usage based on native English standards. Additionally, while teachers are tolerant of verbal grammatical errors, they do not approve of written grammatical errors. M= 3.70 is the mean value demonstrating this outcome.

The third variable looked at EFL teachers' perceptions about the objectives of English learning using a number of closed-ended questions (e.g., *One should aim to understand English accents other than British and American; One should aim to be as fluent as a native English speaker; One should aim to have a native-like English accent; One should aim to be as accurate in the use of English as a native English speaker*). The results of this variable suggest that EFL teachers are disposed to take a neutral stance when it comes to prioritizing international communication over attaining a native-like command of English when teaching English. The relevant mean value for this conclusion is $M= 3.11$.

Similarly, to elucidate the second research question, the fourth research question examined EFL teachers' perceptions of the pedagogical implications of ELF in relation to several variables, including English teachers, target language culture, global cultures, and English examinations (Table 3).

Table 3. Variables about EFL Teachers' Perceptions towards the Pedagogical Implications of ELF

Variables	N	M	SD	95% CI
English Teachers	52	3.18	0.67	[3.00, 3.36]
Target Language Culture	52	3.47	0.77	[3.26, 3.68]
Global Cultures	52	3.86	0.82	[3.64, 4.08]
English Exams	52	3.41	0.87	[3.17, 3.65]

Note. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Note. 2 = 95% CI indicates the range of plausible value for the given population parameter

As illustrated in Table 3, the first variable aimed to assess EFL teachers' perceptions of native or non-native English teachers in response to some closed-ended questions (*I think foreign English teachers must be either from America or from England; I think one can learn English best from native English speakers; I think non-native English teachers are more efficient in teaching English; I think Turkish students can learn English best from Turkish English teachers; English textbooks in Turkey, in my opinion, should be prepared by Turkish English teachers*). In terms of the findings for this variable, EFL teachers have a tendency to take a neutral stance when it comes to prioritizing native English teachers over non-native English teachers in order to provide a more efficient English language education. As such, the mean value for this outcome is $M= 3.18$.

The second variable sought to elicit responses from EFL teachers regarding their perceptions of target language culture (i.e., British or American culture) when teaching English through some closed-ended questions (e.g., *I believe that only American or British cultures should be taught in English language classes; I believe that learning English requires a thorough understanding of both English and American cultures*). According to the results for this variable, EFL teachers generally disagree with the notion that native English cultures, specifically American or British, must be an integral part of the ELT classroom. $M= 3.47$ is the mean value (reverse coded in favor of ELF) that is consistent with this effect.

The third variable also used some closed-ended questions to investigate global or international cultures in an ELT classroom (e.g., *I believe that international cultures should be taught in English language classes; I believe that it is necessary to understand world cultures well in order to learn English well*). In terms of this variable's conclusions, English teachers prefer to include international cultures in their classroom practices rather than limit their teaching to native English cultures. That being the case, $M= 3.86$ is the mean value for this outcome.

Likewise, through the use of some closed-ended items, the fourth variable sought to elicit EFL teachers' perspectives on the inclusion of global varieties in English exams (*I believe that only*

American and British English should be tested in English exams; I believe that international English usages should be tested in English exams; I believe that listening exams should include non-native English accents such as Turkish, Indian, and Chinese; I believe that textbooks should instruct students in either American or British English). As indicated by the findings in Table 3, EFL teachers tend to concur with the view that international English usages and accents should be included in English exams rather than focusing exclusively on American or British English varieties. $M= 3.41$ is the mean value that demonstrates this conclusion.

4. Discussion and Conclusion

The purpose of this study was to ascertain EFL teachers' perceptions of English's status as a global medium of communication and its pedagogical implications. For this purpose, the results in respect of the arithmetic means for total scores acquired from the analysis of data have been presented in tables in the findings section. In the remainder of this section the consequences of the quantitative data collected from EFL teachers are considered.

Using the data from this study, we can conclude that, on average, English teachers are receptive to the idea of English as a vehicle for multinational communication. To provide additional detail, we examined EFL teachers' attitudes toward the concept of ELF using three variables: English varieties, ELF interactions, and English learning objectives.

As a result, the first variable examined EFL teachers' perspectives on English varieties. It became clear that EFL teachers place a high premium on recognizing the diverse ways in which English is used throughout the world, as well as its intermediary role in global communication. Simply put, teachers believe it is critical to be familiar with the diversity of English across the globe and to prepare students for these divergences in interactions. Similarly, they do not believe that unconventional English forms are detrimental to the language. On the other hand, they are ambivalent about the notion of native Englishes being the best varieties of this language.

The second variable examined EFL teachers' perceptions of ELF interactions. The findings underscored the fact that EFL teachers frequently place a higher premium on effective communication than on proper grammar application when using English. That is, they appear to be tolerant of grammatical errors in speech or communication as long as intelligibility is not jeopardized. Similarly, they accept non-standard English word pronunciations as long as their intelligibility is preserved. Additionally, EFL teachers believe that effective communication is more important than having a native-like English accent. They maintain a neutral stance, however, when it comes to accepting grammatical errors in writing.

The third variable sought to elicit observations from EFL teachers regarding English learning objectives. The findings indicate that EFL teachers hold contradictory attitudes toward the goal of English learning. On the one hand, they advocate for familiarity with non-native English accents in addition to native English accents and the absence of the requirement for a native-like English accent as a learning objective. On the other hand, they believe in the critical nature of achieving native-like fluency and accuracy in English learning.

As a result of the foregoing conclusions, one can deduce that English's contemporary status as a lingua franca appears to be recognized by EFL teachers. These assumptions are consistent with the findings of Bayyurt (2008) and İnceçay and Akyel (2014) involving in-service English teachers in a Turkish context. EFL teachers were found to be endorsing ELF on a conceptual level in these studies. Bayyurt (2008) went on to say that ELF is a better choice for teaching English in Turkish

contexts because many people in Turkey study English primarily for practical purposes, echoing Jenkins' arguments (2005).

Based on the findings, we may conclude that EFL teachers' awareness of English's significance as a lingua franca for transnational interactions is growing. Widespread use of social media or the internet, as well as international mobility among students and academics, could be some of the causes for their increased awareness, among many others. Because the internet dissolves national lines and brings people from all over the world together, English is frequently used as a preferred mode of communication. EFL teachers are more likely to come with speakers who do not follow native English standards in their interactions as a result of the fast expanding internationalization in many spheres of life. In this regard, Crystal (2003) claims that three-quarters of English speakers are non-native speakers, implying that the bulk of people involved in English exchanges around the world do not speak English as their mother tongue.

Additionally, internationalization of higher education is accelerating globally. To this purpose, a rising number of universities make a concerted effort to recruit international students and faculty, resulting in an increased use of English as a medium of teaching at the tertiary level. Additionally, exchange programs such as Erasmus, which are open to both students and academic staff, emphasize the importance of English as a contact language. Consistent with these perspectives, Mauranen (2012) asserts that academia, by virtue of its worldwide nature, creates an enabling environment for ELF. Finally, while not yet at a suitable level, this ever-growing worldwide position of English has begun to be included into sociolinguistics courses offered in graduate and post-graduate ELT programs. All of these factors may have influenced EFL teachers' awareness of English as a lingua franca, and thus their positive attitudes toward it.

As Mauranen (2012) suggests, the academic world has been international by default from the beginnings of higher education. English's position as a teaching and learning medium in academia has been perpetuated by the transnational nature of tertiary education. Within this framework, the idea of English as a means of education is employed by both universities and academics, as well as those who seek to pursue their studies overseas. To put it another way, the English language's universality facilitated the accomplishment of overlapping goals for institutions, students, and professors on a global scale. Mauranen (2012) predicts that when native English's dominance declines, the concept of ELF will gain traction in university settings. With these considerations in mind, the present standing of English is likely to influence EFL teachers' opinions of ELF in higher education environments.

Regarding the pedagogical implications of ELF, teachers agree on some points but are indecisive on others, as revealed by the mean values of between 3 and 4. Their attitudes between the two extremes (i.e. EFL and ELF) reveal an approach that is either neutral or quite supportive of ELF pedagogy, as revealed by the means slightly above 3 and the following findings: lack of preference for native English teachers over non-native ones, lack of regard for native English cultures as superior, relatively favorable attitudes toward integrating international cultures into the English classroom, and inclusion of non-native accents in English exams. However, because their attitudes are not fixed and their decisions regarding ELF pedagogy appear uncertain, they may have reservations about applying ELF pedagogy in certain circumstances. Generally speaking, teachers' attitudes can be described as indecisive and/or quite supportive.

The first variable as concerns the pedagogical implications of ELF aimed to explore EFL teachers' perceptions towards English teachers (native or non-native). To that effect, it appears that they do not evidently prioritize native English teachers over non-native ones. However, they do not

consider non-native English teachers are superior in teaching English, either. In a similar vein, they do not believe Turkish English teachers would be better at preparing English textbooks for their own students. As things stand, the conventional view of holding one party superior to the other is apparently not so convincing for EFL teachers in this context.

The second variable attempted to investigate EFL teachers' perceptions of the target language culture, which in this case is Anglo-Saxon culture. Teachers do not appear to attribute superiority to native language culture in English-language training in this regard. They believe that English language classes should not be limited to only native cultures, such as American or English in this case. Additionally, they are generally ambivalent regarding the importance of a thorough understanding of American and British cultures for effective English learning. In a nutshell, they do not consider the English language and culture to be inextricably linked (Alptekin, 2002).

The third variable concerned the perceptions of EFL teachers regarding international cultures. In line with this, they believe that an emphasis should be made on cultures from all over the world in the English classroom, rather than just on the native ones. That is, they believe that incorporating international cultures into English language education has a greater significance for modern global realities, and hence for English pedagogy. Similarly, they appear to believe that it is more beneficial for learners to be familiar with foreign cultures in order to succeed at learning English, as understanding of international cultures is more critical for international communication.

The final variable examined EFL teachers' attitudes toward English exams. EFL teachers are generally in favor of including international English usage in testing. Additionally, they acknowledge a testing methodology that prioritizes the forms and functions adopted by English users worldwide. Additionally, they supported the inclusion of non-native English accents in English language testing. However, they are ambivalent when it comes to the view that only American or British English should be included in textbooks and tested on exams.

Unlike the findings of this study, previous research conducted in the Turkish context indicated that teachers disapproved of ELF's pedagogical implications. To illustrate, Öztürk, Çeçen, and Altınmakas (2009) observed that prospective non-native English teachers choose to adhere to native English norms and regard the mother tongue speaker as the ultimate model in the English classroom. Similarly, Coşkun (2011) asserted that senior pre-service English instructors view mother tongue English speakers as the ideal model for English pedagogy. Similarly, İnceçay and Akyel (2014) argued that pre-service English teachers are hesitant to implement ELF in their classrooms, with the exception of spoken language practices.

Along the same line, the research conducted internationally also reveals that EFL teachers are resistant to the idea of the pedagogical implications of ELF. In his study with non-native English teachers from five EFL countries, namely China, Germany, Italy, Egypt and Turkey, Soruç (2015) concluded that, even though ELF features do not hinder mutual intelligibility, the participants never prefer unconventional grammatical features of ELF since native speaker norms are perceived as prestigious. Similarly, Iranian in-service teachers supported native English norms regarding teaching pronunciation and grammar (Sarandi, 2020). Furthermore, in her research, Jenkins (2007) observed that non-native teachers of English prefer to remain faithful towards inner circle native English norms, namely American and British English. In a nutshell, EFL teachers seem to have a fairly monolithic view of English, as a result of which they tend to believe in a single correct way of using the language.

Overall, the findings in the related literature (Biricik Deniz et al., 2016; Coşkun, 2011; İnceçay & Akyel, 2014; Bayyurt et al., 2019; Soruç, 2015; Zabitgil Gülseren & Sarıca, 2020) indicate that EFL teachers are unusually focused on proper English usage and concepts of what is grammatical and ungrammatical in English-language instruction. Similarly, Dewey (2012) argued that while instructors recognize the diversity of the English language as a natural result of the globalized world, they are skeptical of their applicability in the language classroom. In contrast to previous research, this study found that EFL teachers have a neutral or even supportive attitude toward the pedagogical implications of ELF in some instances. This suggests that as teachers gain a better understanding of the current status of English as a global lingua franca, their perspectives on English pedagogy will probably become more compatible with the ELF perspective.

This research has implications for pre-service and in-service teacher education programs, as well as for tertiary level English preparatory programs. The main change needs to happen at the pre-service education level. The current state of English as a global lingua franca needs to be covered in the coursework at the preceding level. To facilitate this, it is necessary to advise and motivate EFL teacher candidates to consider pedagogical implications of the research on ELF. There are numerous strategies for increasing pre-service teachers' understanding of ELF, as recommended by Biricik Deniz (2017) and Bayyurt (2018, 2019). One such example could be training future teachers about the development of ELF theory by referring to its social, linguistic, and pedagogical consequences (Kemaloğlu Er & Biricik Deniz, 2020). Second, in-service EFL teachers should receive awareness-raising training so that they, and thus their students, become aware of the current status of English as a global lingua franca and its educational implications. Moreover, pre-service EFL teachers should receive ELF awareness training to become acquainted with English's current status as a vehicular language and its educational implications. Additionally, these teachers should be supported at the institutional and policy levels to enable them to make ELF-informed decisions and to incorporate those decisions explicitly or implicitly into their daily teaching practices (Kemaloğlu Er & Bayyurt, 2019). Finally, English preparatory programs should consider what the research on ELF indicates in order to develop a more current curriculum in light of English's current global status.

Concerning the study's limitations, assuming this research was conducted with a small sample of EFL teachers, future research may involve a larger sample size. Additionally, the data were gathered using a purely quantitative data collection technique that can be varied in future studies. In this regard, incorporating qualitative data into the research design would enable a more in-depth examination of the concept through the eyes of a small sample of participants. Additionally, this study was conducted in a single setting, namely a tertiary level English preparatory program; however, the same study can be conducted with English teachers in a variety of settings, including primary, secondary, and high school.

In terms of future research ideas, larger studies with a greater number of participants at the same or different educational levels could be conducted for more in-depth analyses of the same topic. Furthermore, by delving into the topic with different research questions and employing a variety of data collection techniques, the reasons for EFL teachers' concerns about implementing an ELF perspective in their classrooms can be further investigated.

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Etik Beyannamesi

Bu makalede "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında belirtilen bütün kurallara uyduğumuzu, "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerden hiçbirini gerçekleştirmediğimizi, hiçbir çıkar çatışmasının olmadığını ve oluşabilecek her türlü etik ihlalinde sorumluluğun makale yazarlarına ait olduğunu beyan ederiz.

Etik Kurul İzin Bilgileri

Etik kurul adı: İstanbul Sabahattin Zaim Üniversitesi

Etik kurul karar tarihi: 28.01.2021

Etik kurul belgesi sayı numarası: 2021/01

Research article: Geçkinli, F., & Yılmaz, C. (2021). A look into Turkish EFL teachers' perceptions towards ELF and its pedagogical implications. *Erzincan University Journal of Education Faculty*, 23(3), 874-887.