Exploring Turkish EFL teachers' lesson planning strategies for building ELF awareness

by Luther Arthur Brown, Jr

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Luther Arthur Brown, Jr

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Abstract

Abstract: As the phenomenon of English as a Lingua Franca (ELF) has continued to be studied, a clear model for an integrated ELF-EFL approach is increasingly needed. Many studies have presented proposals for ELF aware lessons and curricula, but have not been evaluated and tested by teachers "on the ground". Therefore, this study aims to explore the lesson-planning strategies of teachers in an Expanding Circle context (in this case, Turkiye) in relation to these proposals for ELF aware lessons, while also exploring issues related to ELF integration with management figures and so-called "native speaker" teachers. By using Mezirow's transformative approach to adult learning, participants were able to increase their ELF awareness and create lesson plans with an integrated ELF-EFL approach. Participants' statements revealed that, as other researchers have noted, the need for a more ELF-informed approach to testing is as apparent as ever; in addition, the role of so-called "native speaker" teachers in ELF research should be re-examined in light of the similarity in the beliefs about ELF between "native" and "non-native" teachers.

Author Declaration

1. This author has not been registered for any academic award during the period of registration for this study.
2. The material included in this dissertation has not been submitted wholly or in part for any other academic award.
3. The program of advanced study of which this dissertation is part has included completion of the following units:

- Research Methods for Second Language Education 1 (ED 50492)
- Second Language Acquisition (ED 50327)
- Language Awareness (ED 50479)
- Research Methods for Second Language Education 2 (ED 50493)
- Language Teaching Methodology and Curriculum (ED 50317)
- Teaching and Assessing the English Language (ED 50480)

4. Where any material has been previously submitted as part of assignment within any of these units, it is clearly identified.

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Introduction

As the English language has propagated around the world, the "non-native" speakers of the language have become the majority when looking at the total number of English speakers. This group, numbering in the billions, is, of course, quite diverse; this diversity has led to English being used and shaped in different ways than previously. In addition, the increasingly internationalized and diversified world in which we live has made interactions between people from different socio-cultural backgrounds increasingly common. When intercultural communication does occur, it is often done in English – making English the *de facto* global lingua franca (Crystal, 2003; Graddol, 2006). The term English as a Lingua Franca (henceforth ELF) has been used to describe this new type of communication. Originally springing from research surrounding World Englishes (WEs) (particularly the work of Kachru (1982) and Smith (1983)), which sought to legitimize the many Englishes being used in postcolonial nations (Kachru's 'Outer Circle'), ELF research sought to do something similar with the Englishes being used in countries not directly affected by Anglo-American imperialism (Kachru's 'Expanding Circle'). Since its inception, however, the two (WEs and ELF) have been shown to be quite different, particularly due to the inherent diversity of ELF communication when compared with the relatively standard indigenized varieties of WEs. While many different definitions of the term have been used over the years (Jenkins, 1996, 2000; Seidlhofer, 2004), this paper use a more modern and inclusive definition for ELF communication, which 'involve[es] a large number of speakers of English ("non-native" or "native") coming from many diverse linguacultural backgrounds' (Bayyurt & Dewey, 2020, p.2).

ELF has been studied extensively since its "discovery" in the late 1990s, with a great deal of work being done related to effective describe the concept of ELF itself (Jenkins 2000; 2007; 2015; Seidlhofer, 2001; 2004; Sifakis, 2019), ELF phonology (Jenkins, 2000; Zoghbor, 2011a; 2011b; Rahimi & Ruzrokh, 2016), ELF aware teacher development (Sifakis, 2007; Sifakis & Bayyurt, 2015; Soruc & Griffiths, 2021), and ELF aware materials development (Kiczkowiak & Lowe, 2018; Sequeira, 2020). With over two decades of research, efforts have shifted away from defining ELF as a concept and exploring it in and of itself, and more towards an effective integration of ELF (or ELF-inspired ideas) into the EFL classroom.

The study described in this paper is a piece of action research aimed at determining the strategies that teachers use in an Expanding Circle context (in this case, Turkiye) to raise their students' awareness of ELF, while also exploring the beliefs that "native speaker" teachers and teacher-managers have about ELF. This study was conducted in two major stages: first, participants were exposed to ELF and participated in several ELF awareness-raising exercises through a series of teacher development workshops, and second, participants created an ELF aware lesson plan, which was discussed and evaluated through a series of reflective journal activities and a stimulated recall interview. By creating an ELF aware lesson plan,

participants were able to put the theory they learned into practice. Based on the ELF aware lesson plan as well as participants' reflections, I have been able to determine that ELF aware teaching certainly has a place in the Turkish EFL classroom, with many participants stating that ELF would 'inevitabl[y]' play a role in how English is taught in this context, and that ELF aware teacher development has positive affective effects on both teachers and students (particularly those that consider themselves or are considered by others to be "non-native speakers"), as well as on their teaching practice. This was most relevant to students' receptive skills (listening and reading), as participants reported that these skillsets are the most amenable to an integrated ELF-EFL paradigm. Much of the ideas surrounding this ELF-EFL integration were posited in Kiczkowiak and Lowe's (2018) book on ELF teaching, where such teaching is divided into an 'ELF mindset' (where students gain an understanding of English's role as a global language, the importance of intercultural communication, and of the dangers of native-speakerism) (p. 24) and an 'ELF skillset' (p.27) (where students focus on achieving intelligibility over accuracy, jointly constructing notions of meaning, and generally understand and can overcome the inherent flexibility of ELF communication). Participants stated that developing students' ELF mindsets and skillsets would be of use to them, and that the methods described by Kiczkowiak and Lowe are quite effective. In addition, findings show that the transformative approach to teacher development (first theorized by Mezirow (1991) and adapted to ELF aware teacher development in Sifakis and Bayyurt's (2015) pilot study), which emphasizes participants' reflections on their own beliefs and practices, is a useful approach when it comes to making teachers more aware of the benefits of ELF aware teaching.

This paper is divided into six sections, including this introduction. What follows in the second section is a review of the literature discussing ELF, and its implications for teacher development, material development, and the teaching of receptive skills (reading and listening). The third section will present the methodology employed in the present study, and details the methods used to collect data. This data will be presented in the fourth section and analyzed in the fifth. Final conclusions and potential avenues for further research will be presented in the sixth and final section.

*** Note: Throughout this paper, the terms "native speaker" and "non-native speaker" are often used to denote speakers whose mother tongue is English, or another language, respectively. Now, a great deal of the academic literature has discussed why the distinction between "natives" and "non-natives" is not as important as traditionally believed, and that the terms themselves are infused with the idea that a person's race, nationality, or accent deems them a real "native speaker." While I would prefer to not use these terms at all, they provide a useful shorthand to quickly describe different English speakers. Therefore, the terms "native speaker" and "non-native speaker" have been written inside quotation marks to show that these terms are problematic despite their utility.*

2 Literature Review

In this section, I will review the foundational texts that have contributed to my understanding of ELF and its relationship with ELT. From there, I will provide a framework for an ELF aware pedagogy that builds on prior models and approaches (Kirkpatrick, 2012; Sifakis & Bayyurt, 2015). One model, Sifakis and Bayyurt's, is based on the transformative approach of John Mezirow (1991); this approach will also serve as the foundation for my study. As I will focus on the effect that ELF aware pedagogy has on English language teachers' lesson plans, I will also review studies that have provided insight on different parts of a teacher's pedagogy – that is, the development of ELF aware materials (Sequeira, 2020), an alternative model for competence (Alptekin, 2002), and characteristics of what a "good ELF aware teacher" actually is (Soruc & Griffiths, 2021).

2.1 Review of ELF aware studies

Many terms have been used to describe the global character of English and its many varieties, such as World Englishes, English as an International Language, and English as a Lingua Franca. English as a Lingua Franca (ELF) refers to 'a multifaceted phenomenon involving a large number of speakers of English ("non-native" or "native") coming from many diverse linguacultural backgrounds' (Bayyurt and Dewey, 2020, p.2). While this type of communication is generally thought of mostly occurring in 'Expanding Circle' countries (as described in Kachru, 1982), ELF communication does occur in and across the Inner, Outer, and Expanding Circles. Due to the diversity of these contexts, as well as the increasingly internationalized postmodern world, ELF is defined by flexibility in its linguistic, pragmatic, and cultural features (Seidlhofer, 2011; Mauranen, 2012; Jenkins, 2015). The somewhat elusive nature of ELF makes studying the "language of ELF" itself quite difficult, and so research has focused on the context of ELF interactions rather than the specific code of the interaction. ELF interactions are characterized by interactions between interlocutors from different linguacultural backgrounds, who rely on English to make meaning. These "complex contact" scenarios (Mauranen, 2012, p.29) are quite fluid, where translanguaging (the process of adopting aspects of one language when communicating in another (Garcia, 2009; Garcia & Wei, 2014)), code-switching, and intercultural communication occur constantly. According to Jenkins (2015), theoretical understandings of ELF that developed over time can be sub-divided into three iterations: ELF-1, ELF-2, and ELF-3. Rather than use this nomenclature, this paper will describe the different iterations of ELF research in terms of the overarching perspectives that underlined the research at the time. These perspectives shifted over time due to more data being collected over time, which caused previous understandings of ELF to be reiterated upon.

Early ELF researchers sought to codify ELF as a *variety* of English, similar to the work done surrounding WEs, or the indigenized and codifiable varieties of English that exist in postcolonial nations around the globe (Jenkins, 2000; Seidlhofer, 2001, 2004; Mauranen, 2003). As more and more data was collected, however, this view of ELF as a variety was dropped, in favor of understanding ELF communication as a *contact language* between interlocutors of different linguacultural backgrounds (Seidlhofer, 2007,2008, 2011; Jenkins, 2009; Mortensen, 2013). Even more recently, however, the focus of ELF research has shifted towards viewing ELF communication as a 'multilingual franca' where it is the interlocutors' *multilingualism* that is the driving force of ELF communication (Jenkins, 2015; 2018).

2.1.1 ELF as a 'variety'

The early days of ELF research relied heavily on the work on World Englishes (Kachru, 1982; Smith, 1983), where researchers focused on legitimizing the concept of ELF. Similar to the concept of World Englishes, which focuses on English communication in the context of postcolonial nations (Kachru's 'outer circle'), ELF focuses on English communication in the rest of the world (Kachru's 'expanding circle'). It was believed, at the time, that ELF could be conceptualized as a series of different varieties of English with linguistic features that were common across speakers from different L1s or among speakers of the same L1. So, just as there are indigenized English varieties in Kachru's outer circle, like Indian English or Singlish, there would be "ELF varieties" like Turkish English or Japanese English. Researchers hoped that these "ELF varieties" would be easily codified and therefore more broadly accepted as "real" varieties of English in their own right (Jenkins, 2015). This drive for codification focused on two areas of communication, where the ELF phenomenon was most apparent – pronunciation and lexicogrammar.

Early ELF research on pronunciation, such as Jenkins' (2000) study, led to the creation of a Lingua Franca Core (LFC) – a list of crucial pronunciation features that are considered necessary for intelligible communication. First, it is important to point out the prioritization of intelligibility, rather than a deference to "native speaker" English; intelligibility will become increasingly important in later iterations of ELF research. Some of the features of the LFC include:

- Substituting some consonant sounds with others (e.g., substituting /θ/ for /f/)
- Breaking up some difficult consonant clusters with /ə/ if necessary
- Consistency in *length* of voiced vowels, rather than *quality* of those vowels

Particularly in the final feature, there are inklings of the focus on a context-based conceptualization of ELF. Rather than focusing on the extent to which a person's English is reminiscent of a "native speaker's", there is a focus on the internal consistency in a certain communication scenario. As stated previously, this focus on intelligibility and on "in the moment" communication will take center stage in later iterations of ELF research.

In addition, the Vienna-Oxford International Corpus of English (VOICE) (Seidlhofer, 2001) and Corpus of English as a Lingua Franca in Academic Settings (ELFA) (Mauranen, 2003) were established to collect and more closely research the lexicogrammatical features of ELF. From this, Seidlhofer (2004) developed a list of hypotheses about ELF lexicogrammar. These hypotheses appeared to be systematic features of ELF that could be employed by ELF users without serious communication breakdowns. Some of these features included:

- Treating uncountable nouns as countable (information**s**, research**es**)
- Use of general question tags (**isn't it? no? yes?)**
- More explicit language use (black **color** instead of just **black**)

Other features, such as gaps in the interlocutors' vocabularies, did cause communication breakdowns. Idioms, particularly those stemming from "native speaker" varieties, were identified as another major source of communication breakdown. This 'unilateral idiomicity' (Seidlhofer, 2002) occurs where certain idiomatic expressions are only known by some of the interlocutors. It is notable that in these early descriptions of the ELF construct included themes of flexibility in communication. Features of ELF that do not cause communication breakdowns, pronunciation and lexicogrammar, are inherently more flexible and liable to change. Vocabulary and fixed idioms, on the other hand, are much more rigid. This theme of flexibility became more present in later research, particularly with regard to accommodation skills. It is important to note that despite this way of conceptualizing ELF has fallen out of favor, reasons for which will be discussed below, viewing ELF as a variety of English with discernable features does have some merit in the classroom. Teaching the LFC has been shown to be an effective method for improving students' ability to accommodate linguistic differences and minimize potential communication breakdowns (Zoghbor, 2011a, 2011b; Rahimi and Ruzrokh, 2016).

Much of this early research into ELF was focused on establishing the construct itself as legitimate. Jenkins (2000), Seidlhofer (2001; 2002; 2004), and Mauranen (2003) sketched an outline of ELF through their research on visible features of ELF – the "code" of ELF as an English variety reminiscent of World Englishes. The initial similarity with World Englishes, though, should not be surprising. As this tendency in the research was the first of its kind, with no pre-existing ELF framework to draw on, researchers built on the work of other (related) areas of TESOL research in an attempt to get the ball rolling (Moran Panero, 2015). However, the variety-focused approach of early ELF research did not properly realize its inherent fluidity. Seidlhofer (2009) first identified the 'ad hoc, situated negotiation of meaning' (Seidlhofer, 2009, p.242) within ELF communication, and called for a reorientation of ELF research towards ELF users, with ELF being understood as a *contact language*.

2.1.2 ELF as a 'contact language'

As more and more data on ELF was collected, its perceived similarity to World Englishes began to lessen. While World Englishes are 'linguistically identifiable, geographically definable' (Kachru, 1982, p. 66), ELF communication is not; its fluidity and variability (as one cannot codify the interactions between every possible linguacultural combination of interlocutors) make ELF an 'English that transcends boundaries, and that is therefore beyond description' (Jenkins, 2015, p.55). But, presenting ELF as something that is infinitely ephemeral is not conducive to rigorous academic research, and so a new conceptualization of the concept was necessary. So, rather than viewing ELF as a codifiable *variety* of English, ELF became a more fluid system, or a contact language (where English is used as the "code") for interlocutors who lack any other common means of expression (Jenkins, 2009; Seidlhofer, 2011).

Often, this type of communication contained what would be considered "errors" by the traditionally "native"-looking EFL perspective. Instead of fixating on the noticeable differences in phonology and lexicogrammar and decrying them as mistakes, they are viewed as differences to be accommodated. One extract from VOICE, the Vienna-Oxford International Corpus of English, summarizes this notion quite well: '[I] think that the MOST important thing is to have a certain level of understanding. [S]ince we understand us who cares about the rules' (Seidlhofer, 2011, p. 8, citing VOICE). This extract summarizes the notion of ELF as a contact language quite well; interlocutors in a given situation focus on jointly constructing notions of meaning, and use English as the primary resource to do so, without the norms of "native" English looming overhead. When looking at the type of English used in the Erasmus program, a European program for international students, Jenkins (2009) noted that communication in English, but not necessarily bounded by the norms of "native" English, can still have communicative value while also supporting "non-native" English users' L2 identities.. However, one aspect of ELF communication – its flexibility in lexicogrammar - sparked further study. From here, there was a growing focus on ELF users' multilingualism; focusing on multilingualism is only natural because, almost by definition, ELF users are multilingual and their multilingualism has an effect on the way they use ELF.

2.2 Sifakis' theoretical model of ELF awareness

When discussing ELF pedagogy, Sifakis (2019) uses the term *ELF awareness* when discussing ELF's role within ELT. ELF awareness is 'the process of engaging with ELF research and developing one's own understanding of the ways in which it can be integrated in one's classroom context, through a continuous process of critical reflection, design, implementation, and evaluation of instructional activities that reflect and localize one's interpretation of the ELF construct' (Sifakis, 2019, pp. 290-291, citing Sifakis and Bayyurt 2018: 459). The emphasis on a specific teaching context means it is up to individual teachers to decide on

the relevance of ELF awareness in their own classes, and the form that any "ELF aware teaching" will take (Seidlhofer, 2011). Therefore, ELF awareness is not a specific description or method, but general set of characteristics and priorities that inform an individual's teaching. Sifakis (2019) describes these characteristics as an awareness of language, pedagogy, and of students' needs.

Building students' language awareness, particularly processes of languaging (Swain, 2006) and translanguaging (Garcia & Wei, 2014), they become aware of how English is used in their lives inside and outside the classroom – that is, they become aware of ELF discourse. In the classroom, this raises concerns related to ELF such as negotiation of meaning, normativity, and the ownership of English (Sifakis, 2019). These concerns will inform a teacher's practice, including how they use material in class, respond to error, and plan their lessons. A teacher's own awareness of their own practice, as well as the context in which they work (Sifakis, 2009), is an important component of their own ELF awareness. Teachers should also be aware of the role of ELF in their students' lives. English has become a more and more important part of people's lives, especially online and involving "non-native speakers" from all over the world. This is particularly true for EFL students, who can be considered users of ELF (Seidlhofer, 2011). Interactions outside the classroom is likely to play an important role in students' learning (Seidlhofer, 2011, 2015), and teachers should be aware of this. These three component "awarenesses" contribute to a teacher's overall ELF awareness. Sifakis (2019) visualizes ELF awareness as a double continuum (see Appendix). Continuum A charts how much a teacher knows about ELF discourse and ELF communication strategies. Continuum B charts the extent that a teacher uses or teaches ELF-related concepts. Different configurations, marked (a) through (d), show that ELF awareness is based on the interplay between one's own beliefs and practices, which is mediated by the realities of an individual teacher's context.

This model also presents ELF awareness as a gradual process of becoming, a notion that is shared by many ELF researchers (Jenkins, 2007; Seidlhofer, 2008; Park & Wee, 2011; Widdowson, 2012). Becoming ELF aware, then, requires a willingness to re-evaluate one's own beliefs and practices, and a 'full and exhaustive awareness of the local context's specifications' (Sifakis, 2019, p. 302). While specific methods to achieve this cannot be given, as no prescribed method will totally fit any one teacher's learning context, broader approaches such as the ESP approach, can be integrated with ELF effectively. Approaches such as the ESP approach can serve as a basis for teachers to develop an ELF aware pedagogy within their own departments.

2.3 ELF aware pedagogy

Teacher development has long been identified as an effective way of changing teachers' beliefs, and that a change in practice must be predicated by a marked change in one's beliefs (Borg, 2011). This especially is relevant to ELF for multiple reasons.

- ELF awareness consists in part of one's beliefs about language and pedagogy (see 2.2).
- ELF research is a relatively new field of study, meaning teachers may not be knowledgeable about the issue and thus, less able to think about or practice it.
- A goal of ELF research (or "ELF teaching") is to raise awareness of ELF issues and integrate the concept within existing ELT.

Therefore, it is clear that ELF teacher development must prioritize addressing teachers' beliefs about language, then build on that with a discussion about creating new modes of practice, ending with experimentation with these new modes of practice. One useful example of ELF teacher development comes from Sifakis and Bayyurt's (2015) pilot study. They proposed an ELF aware teacher development program that served as a basis for the teacher development workshops that occurred in this study. Their ELF-TEd project built up teachers' ELF awareness in three phases: the theoretical, application, and evaluation phases. Teachers were first informed of ELF and ELF-related issues through exposure to the academic literature. They then applied that new knowledge to their own teaching context. In the final phases, teachers reflected on any issues that arose in the previous phases. Using this procedure, Sifakis and Bayyurt outlined several benefits of ELF aware teacher development. Teachers' self-confidence, particularly of "non-native" teachers, increased, and their techniques for addressing errors prioritized intelligibility over accuracy.

Another important aspect of ELF aware teacher development is its focus on the teaching context, which manifests in two ways: in 'locally designed' (Sifakis & Bayyurt, 2015, p. 482) materials, and in a bespoke integration of ELF that is aligned with the needs of the teaching context. These findings were supported by Soruc and Griffiths' (2021) study on ELF aware teacher development. In both cases, ELF aware teacher development promoted values such as open-mindedness and tolerance towards different cultural and linguistic identities. When in the classroom, this translates to a more empathetic approach to error correction, which hopes to 'avoid 'humiliation' and anxiety by too much error correction' (Soruc & Griffiths, 2021, p.9). Building this ELF aware mindset, however, is the product of extensive reflection on one's own beliefs. One approach to teacher development that has been proven effective for ELF aware teacher development is the transformative approach.

2.4 Mezirow's Transformative Approach

Adult education researcher Jack Mezirow's (1978) approach of transformative (sometimes called transformational) learning is a 'comprehensive and complex description of how learners construe, validate, and reformulate the meaning of their experience' (Cranton, 1994, p. 22). Building on psychoanalytic theory (Boyd & Fales, 1983) and critical social theory (Mezirow, 1989), the transformative model of learning posits that the mind is a set of habits and expectations that have been formed through experience. These habits and expectations are either *meaning schemes* or *meaning perspectives*. Meaning schemes are the tangible 'specific knowledge, beliefs, value judgements, and feelings that constitute interpretations of experience' (Mezirow, 1991, p. 5-6). Meaning schemes are the "surface-level" reasons for believing or doing something. These surface-level reasons, though, are structured by meaning perspectives, the 'sets of habitual expectation … that [provide] criteria for judging or evaluating right and wrong, bad and good, beautiful, and ugly, true and false, appropriate and inappropriate' (Mezirow, 1991, p.4, 44). These "below-the-surface" criteria create a worldview from which an individual operates which then informs their "surface-level" beliefs. Achieving real change – that is, transforming one's worldview – requires being exposed to new information that cannot be accommodated by one's existing meaning schemes and meaning perspectives, and allowing new schemes and perspectives to emerge.

New schemes and perspectives, however, only come about through critical reflection of one's own values, beliefs and assumptions. Reflection, 'assessment or reassessment of assumptions' (Mezirow, 1991, p. 6), causes transformative learning when that process of assessment focuses on meaning perspectives. It should be noted that reflection does not simply mean raising awareness of an issue, in this case ELF, but getting involved in critically evaluating the issue itself, its sources, and potential plans of action. Mezirow (1991) differentiated between three different types of reflection. *Content reflection* focuses on the experience itself – the perceptions and feelings that bring that memory to life. In the context of ELF, the idea that Standard English is the "most correct" model for EFL teaching is constructed over time by previous experiences and prior learning. *Process reflection* involves examining and assessing the perceptions and feelings attached to an experience. To continue with the prior example, this would involve examining the reasons *why* one believes that Standard English is the most correct model. *Premise reflection* involves deeper evaluation of one's own assumptions, alongside the socially constructed ideologies that may color those assumptions. To return to the prior example for a final time, one would question the validity of the notion of an ideal model of English itself.

For adult learners, transformative learning occurs through reflecting on assumptions about oneself, the sociocultural condition in which one lives, one's place of work, one's ethics and feelings (Mezirow, 1998). This involves synthesizing content, process, and premise reflection (Mezirow, 2000).In transformative adult education programs, participants engage in tasks that are designed to elicit their assumptions about an issue in order to prompt critical reflection on those assumptions, in an attempt to begin to reorganize participants' beliefs on the issue (Brookfield, 2000). During this process, participants experience a *disorienting dilemma*, where they become aware of their thoughts about the issue. While participants may feel 'fear, anger, guilt or shame' (Mezirow, 2000, p. 22), the self-examination process begins the transformation of the participants' beliefs. From there, participants share their feelings with the group, and begin to explore new roles and develop plans accordingly. Finally, participants reintegrate into their normal life with a new perspective. Taylor (1998) emphasizes that participants must act in their new role, and not simply theorize and reflect. By doing so, the transformative learning process calls on participants to become more autonomous and empowered. In order to achieve that potential, however, participants must be willing and able to engage in the program. The transformative process is personal and demanding – requiring the participant's 'whole self' (Mezirow, 1995, p.53), so it is the role of the trainer to inculcate strong group cohesion.

The transformative approach has been used in many different fields outside of TESOL, such as in peacemaking and social justice (Mezirow, 2000). Within TESOL, the approach has been applied to programs for adult EFL literacy and numeracy (Comings, Garner and Smith, 2004), cultural awareness (Silver, Klyne and Simard, 2003), and EFL teacher education (Pickering, 2003; Crosby, 2004; Sifakis, 2007; Sifakis & Bayyurt, 2015). This approach is particularly useful in ELF research because participants can learn about and discuss issues raised in ELF research while also assisting researchers in collecting information about the ways in which ELF is used and taught in a variety of contexts. Building this relationship between ELF researchers and local "on the ground" teachers not only serves in building an ELF teacher community of practice (Lave & Wenger, 1991; Johnson, 2006), it can help teachers become aware of new developments in the field of TESOL. In addition, the transformative approach is applicable to ELF teacher education due to the shared counter-hegemonic quality (Brookfield, 2000; Sifakis, 2007). Just as Mezirow's approach is focused on breaking down and reforming participants' beliefs and practices surrounding a certain issue, ELF is a deconstruction and reformation of traditional views about English, particularly regarding its prioritization of "non-native speakers".

2.5 ELF aware teacher & material development

The transformative approach has been suggested in previous theoretical discussions on ELF aware teacher development (Sifakis, 2007; Sifakis & Bayyurt, 2015). This is due to the approach's focus on reflective development, which is instrumental in any change in belief to occur. Previous researchers have stated that the changes in teachers' beliefs would need to be 'radical' (Sifakis & Bayyurt, 2015, p.473) and would require 'question[ing] some of the more deeply rooted assumptions we hold about language' (Park & Wee, 2011, p. 368). A framework that can successfully inspire teachers to change their deeply-held beliefs about language (and ELF, by extension) was developed in Sifakis and Bayyurt's (2015) study. Their framework breaks down the process of raising teachers' ELF awareness into three phases: Theory, Application, and Evaluation. In the Theory phase, participants were exposed to a variety of ELF-related literature, including critical perspectives on ELF. This included prompts and questions designed to begin the reflective process. Next, participants developed ELF aware lesson plans for their own classes in the Application phase. These lesson plans were then evaluated by participants' peers in the Evaluation phase.

Participants from Sifakis and Bayyurt's (2015) pilot study using this framework reported that it was effective in raising their ELF awareness and giving them a space where they can practice and expand upon their ELF aware teaching. As this study is similar in nature, the transformative approach, as well as an adapted version of the framework discussed above, was adopted. Another important aspect of any teacher's practice is the ways in which the use and adapt material for their classes. This is especially true for ELF and ELF teaching, as its global quality makes for an abundance of materials, usually found online, that could be used to great effect.

An important aspect of ELF aware teaching is the development of appropriate materials. A good deal of this study was informed by Kiczkowiak & Lowe's (2018) book on ELF lesson plans. ELF teaching is presented as a dual process of building students' ELF *mindsets* and *skillsets*. An "ELF mindset" refers to an awareness of ELF-related issues such as the global spread of English, native-speakerism, and WEs. An "ELF skillset" refers to abilities that allow students to become effective communicators in ELF contexts. This includes skills related to listening, pronunciation, and building intelligibility. Sequeira's (2020) suggestions for integrating ELF into EFL focus on decolonization and building similar skills, with an additional focus on translanguaging. Both texts highlight that ELF aware materials can be made by including "non-native speakers" as pedagogical models (similar to Alptekin's (2002) notion of *intercultural communicative competence*), teaching with texts (either written or audiovisual) that translanguage, and teaching communicative strategies (such as gleaning from context or paraphrasing) that assist in overcoming linguistic differences.

2.6 Gaps in the literature

Despite the great deal of research done on ELF and ELF aware teaching, some areas have yet to be studied in-depth, particularly when discussing a) the specific strategies that teachers use when developing their own ELF aware lesson plans, and b) the beliefs and practices of "native speaker" teachers and teacher-managers about ELF.

As the whole idea of ELF is focused on the type of communication used (primarily) by "non-native speakers", it is only natural that the vast majority of the participants in ELF-related studies are "non-natives", both in terms of convenience (in that "non-natives" outnumber "natives" by a nearly 2:1 ratio) and in terms of the underlying ELF ideology (that "native speakers" should not hold a hegemonic position in ELT). However, it is important to return to Bayyurt and Dewey's (2020) definition of ELF used in this study, where ELF 'involves a large number of speakers **("native" or "non-native")**' (p. 2, emphasis mine). As "native speakers" are included in the definition of ELF, it follows that "native speakers" should be included in the ELF literature, and their beliefs and practices studied. After a lengthy research process, few studies were shown to include "native speakers" in their pool of participants. Jenkins (2015) noted that researchers limited participation by "native speakers", especially in early ELF research, 'for fear of too much native English influence on other participants' (ibid, p. 56). Since then, however, ELF has become more widely understood, and it is possible that the ELF perspective has trickled down from academia to the EFL classroom, making this worry about "native" English somewhat moot.

Similarly, teachers and students are often the subject of study in ELF research, but other stakeholders, such as figures in managerial positions, are often not covered by the academic literature. As these figures represent important gatekeepers in the world of ELT, with the ability to influence (or create whole cloth) curricula, set priorities within the department, and interface with upper management, it is imperative that their beliefs about ELF, and (if they are teacher-managers, or managers that are also classroom teachers) how they approach teaching in an ELF aware manner is researched. As teachers and researchers seek to integrate ELF into their teaching, it must be done without infringing upon any pre-established teaching norms that are set by management. Therefore, knowing the extent to which management is open to ELF aware teaching will make future ELF-EFL integration easier, as both teachers and managers would be "on the same page", or at the very least this integration can be done alongside management. However, the beliefs of managers have not been studied in-depth, particularly when it comes to ELF, constituting another gap in the academic literature.

2.7 Research Questions

The research questions listed below are meant to get a picture of how ELF awareness affects the teaching practices of a group of teachers. Because of specific aspects of these teachers' backgrounds – namely their mother tongue and their role within their workplaces – unique data can be collected. Just as English "native speakers" were generally excluded from early definitions of ELF, English NSs have not been extensively studied in ELF research. By collecting the beliefs and practices of NSs, this study can help determine whether the tenets of ELF are more or less accepted depending on one's mother tongue. This group of teachers were also unique because all of them work in managerial positions while also teaching in the classroom. To that end, the interplay between participants' role as teachers and managers may reveal unique findings.

Research Question	Data Collection Instrument	Data Analysis Method	Purpose
1. What do Turkish EFL teachers think about ELF aware lessons?	**Pre-TDW**: Open-ended questionnaire **In-TDW**: Observation & Field Notes from Sessions 1&2 and RJAs 1&2 **Post-TDW**: SRI	Thematic Analysis	Establish a baseline understanding of participants' ELF awareness prior to the teacher development workshop, and then compare with participants' statements about ELF after the teacher development workshop
2. What strategies do teachers use to develop ELF aware lesson plans?	**In-TDW**: RJAs 3 & 4, Observation & Field Notes from Session 4 **Post-TDW**: SRI	Thematic Analysis	Collect specific teaching priorities (such as *how much* ELF should be taught in a particular lesson, and what *aspects* of ELF communication are taught) about ELF awareness
3. Does strategy use differ between teachers and teacher-managers?	**In-TDW**: Observation &Field Notes from Sessions 2,3,4 **Post-TDW**: SRI	Thematic Analysis	Compare the perspectives of teachers and teacher-managers about ELF aware lesson plans, and an integrated ELF-EFL curriculum more broadly
4. Does strategy use differ between "native" and "non-native" teachers?	**In-TDW**: Observation & Field Notes from Sessions 2&3, RJA 2 **Post-TDW**: SRI	Thematic Analysis	Compare the perspectives of "native" and "non-native" teachers regarding ELF aware lesson plans

Note: TDW - Teacher Development Workshop
RJA - Reflective Journal Activity
SRI – Stimulated Recall Interview

3 Methodology

To effectively explore the questions listed above, action research paradigm was employed. Since being first used by Lewin (1946), action research has been defined many times. Burns (2010) states that teachers conduct action research to explore an aspect of their teaching practice, being both an investigator and participant in their own research. Borg (2013) uses the term *teacher research* in a similar manner for research "conducted in [their] own professional context and with the purpose of enhancing their understanding of some aspect of their work" (p.8). Building on these definitions, this study defines action research as an investigation of a certain issue (in this case, ELF) alongside teachers in their own teaching context, with the intent to explore the issue and to develop a deeper understanding of teachers' practices in relation to that issue. Dornyei (2007) cites many difficulties that may arise when conducting action research, including time constraints, technical difficulties, and student attrition. These difficulties, particularly time constraints and technical difficulties, are of note for this study due to its entirely online character. In addition, the issue of participant attrition certainly played a role as the study progressed (see 3.1).

This study is an exploration into ELF awareness, and the role it plays in the lesson plans of Turkish EFL teachers. While the participants in this study are from a variety of national backgrounds, the term *Turkish* EFL teachers will be used, to denote the teaching context in which the participants work. Under the umbrella of ELF awareness, different aspects of participants' backgrounds will (their native language and role in the workplace) be explored to determine how these different aspects interact with and inform their teaching practice. Participants first expressed their beliefs about ELF through an open-ended questionnaire, then engaged in four teacher development workshops. In these workshops, participants took part in a series of ELF awareness-raising activities, reviewed different ELF aware materials, and jointly constructed ELF aware lesson plans. These joint construction activities were observed to learn what strategies teachers use and what priorities they have when planning ELF aware lessons. As these workshop sessions were going on, participants also completed a series of reflective journal activities where they were given time and space to further develop their thoughts. This workshop as a whole was inspired by Sifakis' (2007) and Sifakis and Bayyurt's (2015) ELF teacher workshops, which used Mezirow's transformative approach. After the workshop was completed, participants were invited to an interview where they were able to explain how their beliefs about ELF changed, and how those changes will affect their teaching practice in the future.

3.1 Setting and Participants

Research was conducted over a period of one week, through a series of online meetings held over Zoom. Participants were all EFL teachers based in Istanbul, Turkiye, where they teach EFL to high school and university students. In addition, some participants worked in a management position at their institution. Because of their dual roles in their institution, these participants will be referred to as "teacher-managers". The beliefs and practices of EFL teacher-managers has not been researched in-depth, but their unique role in the ecosystem of the workplace, as both "on the ground" classroom teachers while also playing a part in the overall policy of the institution, does merit study. Due to the time constraints of the MA dissertation, convenience sampling was used to collect participants in a timely manner. Convenience sampling is one of the most common types of sampling in L2 studies, as the only real criterion is the researcher's own convenience (Dornyei, 2007). In this study, participants were selected according to the following criteria:

- The city where participants lived and worked (Istanbul, Turkiye)
- Participants were currently working in ELT
- Participants were available to participate

It should be noted that these criteria are, by design, broad. This was done to maximize the number of potential participants. After establishing contact with relevant ELT institutions in Istanbul, one international high school and one private university (henceforth, *the high school* and *the university*, respectively), the purpose of the study and overall research design was explained to participants in a short document, which was emailed to participants after they expressed their interest in participating. They were also free to ask the researcher any questions surrounding the research or ELF. Participants were then asked to sign a consent form and given the open-ended questionnaire to complete (see 3.3.1).

While a total of 14 participants joined the first session of the teacher training workshop, only five attended the following sessions. Therefore, data was only collected from these five participants. The table below lists the participants by pseudonym, along with their L1, the type of institution where the work, and the role in which they operate at their institution.

Pseudonym	L1	Institution	Role
Adam	English	International School	Head of Department, Teacher
Ayten	Turkish	University	Teacher
Katherine	English	University	Teacher
Sibel	Turkish	University	Teacher
Sophia	Greek	University	Teacher, Coordinator

Four of the participants were female, while one (Adam) was male. Two of the participants (Adam and Sophia) work as teacher-managers in their institution. Their perspectives as teacher-managers will be studied in more detail, particularly in the SRIs that occurred later in the study. All participants were experienced EFL teachers, having worked in the field for between 6 and 22 years. As will be discussed later (see 3.3.1), participants also demonstrated some level of ELF awareness. In addition, participants all reported that they worked in an institution where ELF communication played an important role in the workplace, both in and out of the classroom. This was commonly attributed to the diversity of the staff and student body at these institutions. One was an international high school in Istanbul, where students attend EMI classes that follow both the Cambridge IGCSE/A Level and Turkish national curriculum. The other was a private university in Istanbul, which teaches in both English and Turkish. The participants who work in this institution prepare students for future EMI classes at the university. While these two institutions may initially appear different, they share many qualities upon closer inspection: relatively small size of classes (all participants reported having class sizes between 10 and 15 students), diversity of the teachers and students, students are of similar ages (with some exceptions), and participants from both institutions aim to prepare their students for an EMI university. Despite the similarities listed above, the main difference in these institutions is the overall English proficiency of the students. This is because the students at the high school must demonstrate a certain level of English proficiency prior to attending EMI classes, while students at the university enter with little to no knowledge of English. Another difference in these institutions is the way that students are assessed at the end of their English learning. Students at the international high school would take the A Level English exam, which is based on the British National Curriculum. As such, examinees are tested on British literature, and are expected to use British English norms. On the other hand, students at the university would be assessed using a proprietary English proficiency exam that was developed by the university staff themselves but borrowed from the Pearson PTE exam. The difference in final exams between these two institutions is noteworthy due to the notion of washback, or 'the influence of testing on teaching and learning' (Bailey, 1996, p.256). While a deeper

discussion on washback is outside the scope of this study, final exams and the washback effect that has on participants' teaching (particularly their ELF teaching) was a consistent theme that arose (see Discussion).

3.2 Data Collection Methods

Data was collected using four main instruments: an open-ended questionnaire, observations of four teacher training workshops, four written reflective journal activities (RJAs), and a stimulated recall interview (SRI).

3.2.1 Open-ended Questionnaire

An open-ended questionnaire was used to collect background information on participants, such as their education, teaching experience, and general beliefs about teaching (see Appendix for questions and 3.1 for results on demographics of the participants). As per Mackey and Gass (2022), questionnaires are useful to gain an understanding of participants' beliefs. The items were written for open-ended answers so as to allow for more flexibility in participants' responses, as per Dornyei (2007) . Participants were also directly asked about their understanding of ELF and related topics such as WEs. Through this information, the researcher was able to gauge their background knowledge about ELF along with participants' openness to engaging with the issue. This was important to establish early, as the intent of future data collection methods (primarily the teacher development workshops) was to raise participants' ELF awareness. In addition, the act of asking this question began the reflective process in the participants before the workshops began, allowing them to activate their prior knowledge on the topic and begin to develop questions on the topic.

3.2.2 Teacher Development Workshop

The first session of the workshop was designed to give participants an opportunity to break the ice and get to know each other and the trainer better. It was the shortest of the sessions, lasting for 30 minutes. The session began with personal introductions, followed by an open-ended group discussion about ELF. The discussion began with a critical evaluation of Kachru's (1982) Circle model of WEs, as ELF research was initially believed to be related to WEs. Criticisms of Kachru's model – its rigidity and conflation of language and nationality – opened the discussion to ELF. Bayyurt and Dewey's (2020) definition of ELF as a 'a multifaceted phenomenon involving a large number of speakers of English (non-native or native) coming from many diverse linguacultural backgrounds' (p.2) was used, as it is a modern definition that both includes "native speakers" and emphasizes ELF's fluidity. The discussion was done in this manner so that participants could socially construct a notion of ELF that is relevant to their teaching context – what ELF "means to them in their classrooms." The trainer then presented a schedule of future

sessions, including an outline of each session and the intended outcomes of the workshop. The session ended with a discussion about scheduling; participants and the trainer developed a schedule for the next sessions of the workshop.

The second session of the workshop was designed to present key terms related to ELF, so as to build a shared vocabulary that will be used in future sessions. This session, which lasted 45 minutes, was a mix of lecture and discussion activities surrounding these key terms, such as Sifakis' (2019) ELF awareness, Jenkins' (2015; 2017) work on the multilingual quality of ELF, and Mezirow's (1991) Transformational Approach. Participants discussed these concepts amongst themselves and with the trainer, so as to become more comfortable with the language and concepts. ELF awareness itself was discussed as it is the main conceptual framework that participants grappled with, i.e. the extent to which they are ELF aware, and the role of ELF awareness in their lesson plans. The notion of English as a Multilingual Franca was discussed because the issue of multilingualism is on the cutting edge of ELF research and germane to participants' teaching contexts. In addition, later sessions will present classroom activities that incorporate this notion of English as a Multilingual Franca into teaching, so participants should be aware of the multilingual turn of recent ELF research. The Transformative Approach, which was the approach adopted by the workshop broadly, will also get participants thinking about reflection, and its importance in professional development. This is also important because reflection, in the form of participants' reflective journals, will play a major rule in future workshop sessions. By the end of this session, participants were better informed of the more theoretical side of ELF research and the ELF phenomenon.

The third session of the workshop developed previous discussions of ELF in theory to one of ELF in practice – specifically, through discussions of ELF aware pedagogy. Like the two previous workshop sessions, this session was a combination of lecture and discussion activities lasting for 45 minutes. After quickly reviewing concepts from the previous session, participants discussed how to integrate ELF awareness into their lesson plans. This discussion was supported by the following studies from the literature: Soruc and Griffith's (2021) study describing characteristics of a "good ELF aware teacher", as well as Kiczkowiak and Lowe's (2018) and Sequeira's (2020) potential ELF aware classroom activities. These studies were useful for participants because they provided more concrete applications of ELF in the context of teaching – the "how" and "what" to teach. Participants discussed the proposed characteristics of a "good ELF aware teacher" and the extent to which they are applicable to their specific teaching context. The notion of error, and the role of error correction, will be a focus of this discussion, as it is the most contrary to more orthodox ideas of ELT. From this discussion, teachers also reflected on how their teaching style related to these characteristics – this reflection was expanded on through reflective journals (see 4.5.3).

A second discussion on ELF aware classroom activities, supported by the literature, was then held. Classroom activities that focus on intelligibility, the Lingua Franca Core, and translanguaging were presented, and participants discussed the extent to which these activities could be done in their classes, and whether or not they were useful for their students. Presenting these activities was the culmination of the previous discussion to this point, as classroom activities – "chunks" of lesson plans – represent the integration of ELF and ELT. These two discussions have translated the theoretical conceptualizations of ELF in the second session to a conceptualization of ELF that is more firmly integrated into ELT. This session, along with the previous, represents the "disorienting dilemma" from Mezirow's (1991) Transformative Approach. Up to this point in the workshop, participants have been presented with a range of ideas and teaching strategies that may contradict, or at the very least not neatly fit in, with their established views about ELT. To resolve this dilemma, participants have also been engaged in the process of reflection through journal writing (see 4.5.3) as the workshop has been going on. In these reflective journals, participants have been experimenting with their new role as an ELF aware teacher. Participants then embraced this new role more fully in the final two sessions of the workshop.

3.2.3 Joint Construction Activity Observation

The fourth session differed from previous sessions because participants were tasked with producing an ELF aware lesson plan. Participants were placed in pairs, where they taught at the same institution, to discuss and then jointly construct this lesson plan. As both participants in a pair taught at the same institution, they are aware of the idiosyncrasies of that teaching context, making their lesson plan more feasible and realistic (Sifakis & Bayyurt, 2015). The specifics of the lesson plan – its length, intended learning outcomes, activities, and the extent to which ELF was integrated into the lesson – were all left up to the participants to decide. This was done to give participants the freedom to design a lesson plan that would fit the needs of their teaching context. The sole exception to this, though, was that the lesson would be focused on teaching receptive skills – reading and listening. This was done to give the activity more structure, and because the role that reading and (especially) listening play in ELF communication is important yet often overlooked. This activity was audio- and video-recorded to be observed by the researcher. Observing the activity allowed the researcher to see how the participants approached the process of integrating ELF into their teaching context. Particularly, the observation was focused on exploring the following questions:

1. How do participants talk about ELF with their colleague?
2. How and how much do participants decide to use ELF in their classroom?
3. What kind of ELF aware activities do participants decide to use in their classroom?
4. How similar are these activities to the ones described in the literature?

After participants wrote their lesson plan, they then presented it to the session and received feedback from other participants and the researcher. After the session, they would reflect on the feedback they received (see 4.5.3). Mason (2002) defines an observation as a 'method of generating data which involve the researcher immersing [themselves] in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events, and so on, within it' (p.60). In order to limit the oberserver's paradox (Labov, 1973), where the presence of the observer can affect the outcome of the data, as well as the Hawthorne effect (Landsberger, 1958), where participants may over-perform when being observed, the Joint Construction Activity was conducted in a Zoom breakout room, which the researcher did not enter while the activity was progressing.

3.2.4 Reflective Journal Activities

As the participants attended the workshop, they also completed a series of reflective journal activities (RJAs). There were four RJAs, which participants completed after each session of the workshop. Each RJA was a series of short, open-ended questions that references concepts and issues discussed in the workshop (see Appendix for copies of the RJAs). Overall, RJAs supported participants in their reflections by following Mezirow's (1991) Transformative Approach. Journalling is an effective way to record participants' impressions in their own words, while also limiting the influences of researcher manipulation of the data (Rose, McKinley, and Brigg, 2020; Mackey & Gass, 2022) In order to limit this influence, questions were written to be as broad as possible, so that participants were able to more freely make associations between what was discussed in the teacher development workshops and their own ideas.

RJA 1 was designed to get participants to think about ELF and express their beliefs about the concept and its relevance to their classroom. These two issues are key to opening up larger discussions about ELF, and so were brought up early in the workshop. Participants also wrote what they hoped to learn in the workshop, so that the researcher could adapt future sessions to best fit participants' needs and interests. Following from the Transformative Approach, this point was likely to be when participants experienced the 'disorienting dilemma' after being exposed to ELF and beginning to reflect on their own teaching.

In RJA 2, participants built on the ELF awareness-raising activities in the workshop and reflected on their own ELF awareness using Sifakis' (2019) ELF awareness continuum. This activity gave participants the opportunity to reflect more deeply on their ELF awareness, which was necessary for future sessions of the workshop. Participants were then presented with a scenario where a student makes an error in a classroom activity. By reflecting on how they would approach the issue, participants were able to express their beliefs about an ELF-related issue, the role of error, in a more context-focused manner. As

participants reflected on their own ELF awareness, they were beginning to act in their new roles as ELF aware teachers. Giving participants the opportunity to experiment with this new role individually allowed them to do so more freely.

In RJA 3, participants reflected on the ELF material that they were exposed to in the third session (see 3.3.2, and Appendix for copies of the material). This included a similar activity to the one done in the session, as they were tasked with evaluating a second set of materials. By evaluating a second set of materials, participants were able to get more familiar with ELF materials as a concept. By getting participants to focus on feasibility and the ease of adapting these materials, they remained focused on their own teaching context. This activity also gave participants a type of guided practice for the joint construction activity in the following session. By basing their reflections on an already existing set of material, participants were able to focus more on integrating the material into their classes, instead of creating new material *and* integrating effectively into their classes.

In RJA 4, participants reflected from a broader perspective: first, to reflect on the lesson plan that they produced in the previous session of the workshop, second, to reflect on how that lesson may be received by various stakeholders at their institution, and third, to reflect on their experience of taking part in the teacher development workshop as a whole. Through their reflections on the lesson plan, participants were able to look at their own work more critically, sparking deeper thought, which would be expanded on further in the stimulated recall interview. As participants will be evaluating their lesson plan twice on two different occasions, RJA 4 also functions as a way to build rater reliability. In addition, a pivotal step in the transformative approach is the development of an 'action plan', or a clear set of steps to continue the practices that began in the workshop. Through their reflection on various other stakeholders (students, parents, managers), participants were able to view their own practice in the context of their institution. This is especially important, as building ELF aware teaching must be done at the department level (Sifakis, 2019). Questions such as these are particularly relevant for teacher-managers, as they operate in roles that could potentially act as gatekeepers to a wider integration of ELF into the department. Finally, participants' reflections on the efficacy of the workshop could be used to improve future teacher development workshops. As this workshop has used the transformative approach, these reflections also can serve as an evaluation of the approach's effectiveness, essentially corroborating the findings of Sifakis and Bayyurt (2015).

3.2.5 Stimulated Recall Interview

The final data collection method used in this study was a pair of stimulated recall interviews (SRIs). Mackey and Gass (2022) recommend the use of interviews, particularly when the phenomena being studied cannot be directly observed or requires a level of interpretation on the part of the research, as was the case in this study. The SRIs were semi-structured, where a list of pre-determined questions (see Appendix) were used, but digressions occurred when appropriate for further data collection (ibid). The stimulus in this case was the lesson plan (see Appendix) that the participants had developed in the previous Joint Construction Activity. The SRIs were conducted with Ayten and Sophia, who previously worked together to create an ELF aware lesson plan focused on reading and using context clues to decipher unfamiliar vocabulary.

The SRI was divided into three main sections: first, the participants explained how their views on ELF changed, and how they plan to adjust their teaching methods to better incorporate ELF into their lessons. Secondly, participants were given the lesson plan that they adapted in the previous workshop session, evaluated the lesson plan and justified the adaptations they made. Participants believed that the workshops helped in exposing them to ELF as a concept, with many participants stating that the workshops 'gave a name' to the way they use and teach English. In addition, participants reported that the exposure to academic literature helped to legitimize their own beliefs, and that it 'was good to know that this is a thing that is actually studied.' Generally, the reflective journal activities were viewed as helpful in supporting the workshop sessions and forcing the participants to 'actually think about what [they] talked about'. Therefore, this study can be seen as reinforcing the Sifakis' (2007) and Sifakis and Bayyurt's (2015) recommendation of the Transformative Approach.

Like all things, however, these workshops were not without fault. Participants primarily reported that providing them with the literature to read for themselves would have been more helpful, as the discussion of ELF in Session 2 was unclear at times. Providing participants with academic literature is a common practice in many teacher development workshops (Sifakis & Bayyurt, 2015, for example), as it allows participants to learn about the topics directly from the researchers, rather than through the trainer. While including a "recommended reading list" was initially envisioned as a part of this study (including Jenkins' (2015) review of ELF studies, Sifakis' (2019) model of ELF awareness, and Sequeira's (2020) suggestions for ELF aware teaching), they were scrapped to attract more participants to the study.

3.3 Data Collection Procedure

The table below shows the procedure in which data was collected. To maintain a humanistic approach to research, the procedure was tailored to fit participants' schedules.

Date	Data Collection Procedure
12/07	Questionnaires Propagated
19/07	TDW Session 1 was held Questionnaire submitted prior to Session 1
21/07	TDW Session 2 was held RJA 1 submitted
25/07	TDW 3 was held RJA 2 submitted
27/07	TDW Session 4 was held RJA 3 submitted
28/07-30/07	SRIs were conducted RJA 4 submitted

3.4 Data Analysis Method

The researcher adopted an inductive thematic analysis method, as the data was qualitative and involved asking about participants' beliefs and teaching practices (Mackey & Gass, 2022). This involved interpreting participants' statements, reflections, and lesson plan. The chart below demonstrates the analytical process used to treat the data regarding RQ3. After pre-coding the data, quotations germane RQ3 were selected from the transcripts. From there, key words that demonstrated each participant's beliefs were highlighted, coded, and grouped. Key words from each participant were compared, grouped, and coded, with the four meta themes listed below as a result. The meta themes were then compared with findings from the academic literature.

Research Question & Purpose	**Quotations from Transcripts (Key words are highlighted)**	
RQ3: Does strategy use differ between teachers and teacher-managers? Compare the perspectives of teachers and teacher-managers about ELF aware lesson plans, and an integrated ELF-EFL curriculum more broadly	Adam	This does sound good for the students because they do and will talk to lots of different people. They need to be able to understand and be understood. (TDW 2) For me, that's fine, but for the exam marker, that means losing points. The problem is, I have to think like the marker when I teach. (TDW 2) For the exam, they need British English, they need RP. (TDW 2) The exam is the most important thing for the students, parents, and us. (RJA 2)
	Ayten	'Students often have a negative attitude towards "mistakes". The lesson could help them change their minds and be more confident.' (RJA 3) They would benefit from it just like any other lesson. It could create some discussion of ELF uses/experiences. That's why I suggested adding a speaking part following reading. (RJA 4)
	Katherine	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (RJA 3)

	Sibel	ELF is relevant in my classroom since I have Turkish, Arab, Western Asian or South East Asian students in my classroom and the nuances they bring into their language learning is something I have been meaning to address in my teaching. (RJA 1) I also try to show my students that there are variations to Lingua Franca according to the regions/country/community is being used by. (RJA 2)
	Sophia	As the person who has to decide the pace of the classes, I know how much material we have to go through and how much time we have in a year. This all seems nice but I don't know if we really have the space to fit it in with everything else. (SRI) We have to go really far really fast, from A1 to B2 in like 9 or 10 months. (SRI) They need to be able to write their essays and do their exams, so they need the university English. (SRI)

Themes	Meta theme	Findings
Adam Positivity towards ELF Exam's importance Need for ENL Sophia Exam's importance Need for academic English Ayten ELF can help Confidence-building Katherine Encouraging Confidence-building Sibel Relevant Diversity in class Awareness of difference	Positivity towards ELF, personally Assessment is a priority, ENL writing is a priority ELF's effect on pacing	Participants generally have a positive view of ELF, citing many benefits. Assessments often expect students to use ENL norms (like RP or "academic English") to score well. Adding more ELF lessons can slow down the pace of the class, meaning other intended learning outcomes are not met. Therefore, teachers may need to limit the amount of ELF teaching if it doesn't match up with assessment (washback effect). Tension between ELF and EFL vis-à-vis assessment (see Jenkins 2015; 2020; Chopin, 2015; Newbold, 2015)

3.5 Quality Criteria

As the findings of this study rely heavily on subjective interpretation of the data, the credibility, dependability, and transferability of these findings must be discussed. These quality criteria are particularly important for interpretive data, as the data is based on representations of multiple, constructed realities (Friedman, 2012; Rose & McKinley, 2017; Mackey & Gass, 2022).

Credibility refers to the overall authenticity of the data, equivalent to its truthfulness (Lincoln & Guba, 1985). Mackey and Gass (2022) suggest that data can be made more credible through detailed documentation, persistent observation, and triangulation. When data is presented in this study, the raw data (direct quotations from the participants) has been referenced and included as much as possible; the process of analyzing the data is similarly presented (see 3.4 for an example of the analysis related to RQ3, or Appendix for other RQs). By providing the raw data where possible, results become more grounded. Participants also were able to spend enough time with the researcher over the course of the TDWs that they were able to be comfortable and behave naturally, ensuring that their answers and behavior were more in line with reality (Fraenkel & Wallen, 2003; Mackey & Gass, 2022). Findings were also triangulated to improve their credibility. Triangulation refers to using multiple data sources and collection methods to approach issues from multiple perspectives, to improve the credibility of findings (Mackey & Gass, 2022). Each RQ used several data collection methods, done at different points in the research process (see 2.7),

ensuring that the weaknesses of one method would be covered by another. For example, RQ1 was explored using all of the methods used in this study, both in a shorter form (in the questionnaire) and in a longer form (in the SRI), ensuring that participants were able to express their full thoughts on the issue. Data was also collected before, during, and after the TDWs were conducted, allowing for changes in participants' beliefs to be recorded.

Dependability refers to the consistency of interpretation, and whether representations of the participants are research context are accurate (Lincoln & Guba, 1985; Mackey & Gass, 2022). To improve the dependability of the data, participants were allowed to review transcripts and themes that arose from data analysis to ensure that they were being accurately represented. All parts of the study were recorded audio visually, allowing the researcher to be aware of all interpretative cues participants made.

The data's transferability, or its ability to be applied to other contexts, may be limited due to the limited number of participants. This is also true for ELF research in general as it is almost entirely context dependent. However, the results of this study can be applied in similar contexts (i.e., in other universities or international high schools in Turkiye). Thick description was used to report the data as much as possible to improve its transferability. Davis (1995) outlines three components of thick description that were used in this study: *particular description* (examples from the data), *general description* (descriptions of data patterns), and *interpretive commentary* (explanation, interpretation, and connecting findings to prior research). All aspects of thick description can be found in sections 4 and 5.

3.6 Ethics

As with all research, efforts were made to ensure that this entire research process was conducted ethically. Before any data was collected, participants gave their consent to participate in the study through a written consent form that explained the study in detail and informed them of their rights as participants. Participants were assigned pseudonyms to maintain anonymity and informed of their right to retract or modify any statements made at any point in the study. After data analysis and participants were given time to make any modifications, the data was destroyed to maintain confidentiality.

4 Results

The following sections are organized by themes that arose through the data analysis process. Sections 4.1-4.4 correspond with the research questions for this study (see 2.7).

4.1 Beliefs about ELF aware lessons

Quotations from Transcripts (Key words are highlighted)	
Adam	'The students talk with people from around the world because the school is so diverse. It's something that just happens' (TDW 1) 'Part of my job is making sure students are ready to go abroad, and can speak English wherever they go. Their professors or teachers might be British or American, but their peers will be from all over the world, meaning that we need to make sure our students can talk to anyone. Lessons that help me do that are important.' (RJA 1)
Ayten	'I am a non-native speaker, so when I talk there are some differences from native speakers. So we are using ELF in the class – it's unavoidable. We should take the opportunity to use this when we can.' (TDW 1) 'I had a look at the lesson plan about affixes. There is research which suggests that focusing on mistakes might accidentally lead to acquisition of the wrong form. I would probably avoid this and rather not comment on such mistakes when they occur in class. Sometimes other students correct each other. The teacher can take the opportunity and explain that even with the wrong affix the sts were able to understand and therefore the mistake is not as serious as they might think.' (RJA 3) 'I liked the lesson plan. I think we can spare an hour in the module for something like this and then use this strategy when dealing with different texts.' (RJA 3) 'Students often have a negative attitude towards "mistakes". The lesson could help them change their minds and be more confident.' (RJA 3) 'They would benefit from it just like any other lesson. It could create some discussion of ELF uses/experiences. That's why I suggested adding a speaking part following reading.' (RJA 4)
Katherine	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (RJA 3)
Sibel	'ELF is relevant in my classroom since I have Turkish, Arab, Western Asian or South East Asian students in my classroom and the nuances they bring into their language learning is something I have been meaning to address in my teaching.' (RJA 1) 'I also try to show my students that there are variations to Lingua Franca according to the regions/country/community is being used by.' (RJA 2)
Sophia	'The ELF lessons can boost confidence, make students more aware and inclusive' (RJA 4)

Participants were generally aware of ELF either implicitly or explicitly. Many had completed postgraduate degrees related to TESOL, where they had originally learned about the topic, while others stated that they used ELF unknowingly, due to the diversity of the institution where they worked. Participants were generally positive about ELF aware lessons, particularly lessons related to ELF pronunciation and translanguaging. On the other hand, lessons related to non-standard grammar or morphology were viewed skeptically, with many participants voicing concerns about even *exposing* their students to non-standard lexicogrammar.

4.2 Strategies for developing ELF aware lesson plans

Quotations from Transcripts (Key words are highlighted)	
Ayten	'Students often have a negative attitude towards "mistakes". The lesson [on the LFC] could help them change their minds and be more confident.' (TDW Session 3) '[t]he given dialogue repeated incorrectly affixed words a few times. I would feel like "teaching" them. Repeating inaccurate uses might cause fossilization of those uses. I would probably not teach this lesson as a whole but integrate the discussion part with a few examples into a lesson of affixes.' (RJA 3) 'in this lesson, we are using a different kind of text, but the teaching method is the same' (TDW Session 4) 'maybe I would ask them to write a summary of the text or get them to discuss their experiences using airports or going abroad. We usually do that in my lesson so I would probably do that here to – shouldn't miss the opportunity.' (TDW Session 4) 'I think the text is good. It's written for an airport, so anyone could be reading it. Some parts read like a direct translation, so it's a little stiff, but it's still good.' (SRI) 'the students will use English to talk to lots of different people with different accents, so showing them these accents earlier will prepare them better' 'The takyuubin word isn't a problem. The way it's spelled, students will know it's not English. They'll treat it the same as another English word they don't know – it's all foreign language anyways.'
Sophia	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (TDW Session 3) 'these words [*barrier-free* and *dustboxes*] are like direct translations, from Google. Ok, they make sense, students can probably guess them, but… [*waves hand]*' (TDW Session 4) 'I would teach some of the vocabulary explicitly or get the students to match references to do some grammar exercises, too' (TDW Session 4) 'I have my way of speaking that's not so standard sometimes, and the students get used to it. The same for the other students with different accents, we all get used to it' (SRI)

When developing ELF aware lesson plans, participants focused on applying traditional EFL methods while using class material and pedagogic models that focus more on "non-native speakers" and intenational communication. For example, one pair developed a lesson plan that focused on teaching students how to guess the meaning of new words, which they adapted from Kiczkowiak and Lowe's (2018) book. While the originally lesson plan focused entirely on certain ELF lexis, participants decided to refocus the lesson on more traditional EFL teaching. This involved adding a series of comprehension questions about the contents of the text, more metatextual questions about the text itself, and questions about the grammar of the text. Participants stated that not including these questions would be a missed opportunity. Participants also described what they consider to be an ELF text, or a text that includes aspects of ELF. For them, an ELF text is written for an international audience, often by a „non-native speaker", and includes non-standard lexicogrammar, loanwords, or avoids using certain standard „native-like" grammar constructions.

4.2.1 Preferences in ELF skills

Participants were more positive towards certain aspects of ELF aware teaching than others. When evaluating lesson plans related to ELF phonology, such as teaching the Lingua Franca Core, using "non-native speakers" as pedagogic models, and teaching accommodation strategies, participants believed that

these skills are necessary for their students and ought to be taught in class. Participants said the following when presented with lesson plans related to the LFC and ELF communication strategies (see Appendices: *Negotiating Meaning* Lesson Plan and *Why is this speaker difficult to understand?* Lesson Plan). As can be seen in the participants' statements, there is a theme of students who are afraid of making mistakes. However, teaching about ELF phonology was seen as a way to allay students' fears of mistakes and boosting confidence. On the other hand, lesson plans related to ELF lexicogrammar were viewed either neutrally or negatively. A lesson plan that teaches students to be more aware of non-standard use of affixes (see Appendix: *Affixes are in the eye of the beholder* lesson plan) was viewed much more skeptically by the participants.

4.2.2 ELF aware texts

In the joint construction activity there was a focus on ELF for reading lessons. Participants were exposed to three texts that use ELF in some way, usually translanguaging, over the course of the teacher development workshop sessions. Overall, teachers responded positively to the texts and viewed them as acceptable to use in their lessons. The texts were regarded as authentic and meaningful due to their inclusion of interlocutors for outer and expanding circle countries. Even though all three texts translanguage in some way, participants stated that the inclusion of this vocabulary would either be a positive or neutral addition to the lesson. In any case, they could be treated as unknown English vocabulary and similar strategies for adapting to new vocabulary (using context clues or discussing the terms directly) could be taught, just as it would be in traditional EFL settings; a 'tolerance for heteroglossia' (Higgins, 2009, p. 148) should be built up as a skill and used as one would use context clues. Therefore, this can be seen as integrating ELF pedagogic models and material with traditional EFL teaching methods. However, while the use of ELF should be discussed in class, it should be in the context of more traditional EFL teaching aims of teaching standard grammar and vocabulary. All participants reported that other teaching opportunities (for example, asking students to summarize the text or explicitly teaching certain vocabulary) should be taken advantage of. So, teaching ELF skills or building students' ELF awareness should be done in concert with more traditional EFL teaching. Still, participants suggested that *more* ELF texts should be integrated into the curriculum at their institutions, as doing so would increase the opportunities for students to be exposed to ELF.

4.3 Teacher vs Teacher-Manager strategy use

Quotations from Transcripts (Key words are highlighted)	
Adam	This does sound good for the students because they do and will talk to lots of different people. They need to be able to understand and be understood. (TDW 2) For me, that's fine, but for the exam marker, that means losing points. The problem is, I have to think like the marker when I teach. (TDW 2) For the exam, they need British English, they need RP. (TDW 2) The exam is the most important thing for the students, parents, and us. (RJA 2)
Ayten	'Students often have a negative attitude towards "mistakes". The lesson could help them change their minds and be more confident.' (RJA 3) They would benefit from it just like any other lesson. It could create some discussion of ELF uses/experiences. That's why I suggested adding a speaking part following reading. (RJA 4)
Katherine	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (RJA 3)
Sibel	ELF is relevant in my classroom since I have Turkish, Arab, Western Asian or South East Asian students in my classroom and the nuances they bring into their language learning is something I have been meaning to address in my teaching. (RJA 1) I also try to show my students that there are variations to Lingua Franca according to the regions/country/community is being used by. (RJA 2)
Sophia	Stakeholders are interested in good results - exam results. The ELF lessons can boost confidence, make students more aware and inclusive but might not fare well with stakeholders if the sts don't perform well in exams. Which means that exams need to be more ELF before (vicious cycle). (RJA 4) As the person who has to decide the pace of the classes, I know how much material we have to go through and how much time we have in a year. This all seems nice but I don't know if we really have the space to fit it in with everything else. (SRI) We have to go really far really fast, from A1 to B2 in like 9 or 10 months. (SRI) They need to be able to write their essays and do their exams, so they need the university English. (SRI)

Two participants worked as teacher-managers in their organizations – one as the head of the English department, and the other as a coordinator that focused on materials development. While their beliefs about ELF were generally consistent with other participants (positive and accepting of the idea), their ideas about integrating ELF more into the curriculum at their organizations were more mixed. In both Adam's and Sophia's cases, their resistance to integrating more ELF into the curriculum does not come from their beliefs about ELF, but external factors that are outside of their control. This took the form of examinations that their students were being prepared for – either the A Level English exam or a university language proficiency exam. As teacher-managers, these figures are viewed as more responsible for delivering satisfactory exam results to external stakeholders (upper management and students' parents, most commonly). This is especially true when compared to how teachers thought about integrating ELF into their lessons.

Adam, the head of department at their organization, stated that integrating more ELF aware lessons into their curriculum would be difficult due to the organization's focus on British English and A Level exams. Various stakeholders (parents, upper management figures, and the students themselves)

expect British English to be taught and used, and integrating ELF 'too much' may be perceived as a problem. However, the participant did note that a certain part of the A Level exam (Paper 4, Section A) does focus on EIL, WEs, and ELF. In this section, examination candidates 'discuss the most important issues the text raises in relation to a specified aspect of the role and status of the English language in the world' (Syllabus, 2022, p.19). Preparation for this section of the exam includes explicit teaching of ELF-related issues such as linguistic imperialism, translanguaging, and a more critical view on the status of SE norms. So, students must know *about* ELF, but should not *use* ELF to succeed in their exams. Adam noted that exposing their students to ELF too much could negatively impact students. Sophia, who focuses more on materials development, stated that integrating more ELF aware lessons into their curriculum may slow the overall progression of the course.

4.4 "Native" vs "Non-native" teacher strategy use

Quotations from Transcripts (Key words are highlighted)	
Adam	'I've been teaching for a long time, and in that time I learned that English is for everyone. So this Lingua Franca stuff makes sense. Us natives are in the minority - English will change whether we want it to or not, so we may as well go with the flow.' (TDW 2)
Katherine	'I get what they [Seidlhofer] mean. I don't really use idioms anymore because even when people understand the words, they don't really get it because they're from a different culture than me. I like to be clear, so if they don't get the idioms then I won't use them.' (TDW 2)

Two participants, Adam and Katherine, are NESTs from different Inner Circle countries (South Africa and the United States, respectively). Their views on ELF were practically identical to their NNEST colleagues – generally positive and accepting of the concept.

Particularly, Katherine responded positively to the ELF perspective on the use of idioms. When Seidlhofer's (2004) findings on the unintelligibility of certain aspects of "native speaker" speech, such as the use of elision and idioms, Katherine noticed that aspects of their "native" English are not conducive to effective communication, and has augmented their speech to be less "native-like" to fit the context in which they live. Adam voiced similar ideas, particularly that the 'minority' status on "native" speakers means that English will change in the future, and teachers should adapt to these changes. It should be noted that both of these participants have lived in Turkiye for some time and have successfully integrated into Turkish culture. It is possible that their experience of integrating into a foreign culture has affected their perspective on the issue, but the deeper reason for these participants' beliefs was not collected as data in this study.

5 Discussion

The results of this study seem to suggest that participants were able to create and reflect on ELF aware lesson plans, after being exposed to ELF literature and having opportunities to discuss, practice, and reflect in the TDWs. What follows is a discussion of each research question.

5.1 Beliefs about ELF aware lessons

Participants were able to demonstrate their ELF awareness and believed that ELF teaching brought several benefits to themselves and their students. Supporting their students' cultural and linguistic identities is necessary, as participants demonstrated an awareness of and respect for cultural differences. This also meant an acceptance of students' and teachers' L1 in class and of translanguaging, which was viewed as an inevitable part of EFL teaching, which has been similarly argued by Jenkins (2007), Sifakis and Bayyurt (2015), and Soruc and Griffiths (2015; 2021). Participants also expressed a link between ELF teaching and motivation, perhaps stemming from intercultural tolerance.

5.2 Strategies for developing ELF aware lesson plans

When participants discussed the different ways ELF could be integrated into their lesson plans, there was a preference for using the LFC and ELF pronunciation in their lessons compared with other ELF skills. They believed it can inspire confidence in their students. Studies by Zoghbor (2011a, 2011b) as well as Rahimi and Ruzrokh (2016) have shown that teaching the LFC can improve students' ability to decipher "difficult accents". These studies are of particular relevance to this study because they share a similar learning context; Zoghbor studied Arabic L1 speakers, Rahimi & Ruzrokh studied Farsi L1 speakers, and this participants in this study teach students who may be Arabic or Farsi L1 speakers. ELF texts may be another effective way to integrate ELF and EFL teaching. An ELF text refers to a text that uses ELF in some way, such as using non-Standard vocabulary (either through translanguaging or terms that are 'direct translations') or non-standard writing norms. Assuming that a text meets the standard of quality for a particular teacher, an ELF text can be effective because it features a mix of standard and non-standard English, and the "standard-ness" can be determined by the teacher. Sequeira (2020) and Kiczkowiak and Lowe (2018) have made similar suggestions, especially related in ELF reading and listening skills. Of course, other areas of teaching remained rooted in traditional EFL teaching methods and learning aims. When teaching grammar, participants rejected a good deal of the non-standard affixes, citing fossilization of "inaccurate" language. Participants in Soruc and Griffith's (2021) study voiced similar concerns, especially in the context of international exams.

5.3 Teacher vs Teacher-Manager strategy use

These concerns were voiced by all participants, but teacher-manager participants were most aware of the pressures of international examinations. The exams mentioned by the participants (IGCSEs, A Levels, YGS) all skew more towards ENL, mainly due to their focus on academic writing.. Such exams prioritize more traditional views on English, and prioritize Standard English; teacher-managers are acutely aware of this, leading to some “pushback” with regard to ELF teaching. This “pushback” on ELF often came *despite* teacher-managers’ positive personal beliefs about ELF, showing the power of such external forces (Soruc, 2015; 2020; Soruc & Griffiths, 2019). As participants stated that they need to 'teach to the test' regardless of their personal beliefs about the merits of ELF aware teaching, there is washback that favors the hegemonic position of ENL norms. Tension between ELF and more traditional EFL vis-à-vis assessment has been discussed extensively (see Jenkins 2015; 2020; Chopin, 2015; Newbold, 2015), and this dilemma between the classroom and the exam must be addressed. Therefore, there is little to no difference in teacher vs teacher-manager strategy use: both groups stated that ELF should be taught 'where possible' and had positive beliefs about it, and had similar things to say regarding testing and ENL norms.

5.4 “Native” vs “Non-native” teacher strategy use

Similarly, there was little difference between “native” and “non-native” participants with regard to the beliefs about ELF and approaches to ELF integration. Both groups had generally positive opinions about ELF, and adopted approaches from the TDWs in similar ways. As was the case with the previous research question, this is somewhat unsurprising; the participants work (and in most cases, live) together, and that level of closeness often dispels essentialist notions of “native” superiority. The “native” participants differ from the stereotypical view of the "native speaker" teacher (as put forth by Medgyes (2017), among others) as a monolingual, unacculturated, “detached” member of an ELT department. Both of the “native” participants in this study have lived in Turkiye for a long time and use the local language (Turkish) at home and in the workplace (as per private correspondence with the participants). Therefore, both participants represent a "native speaker" that has integrated rather successfully, and over a long period of time, into Turkish culture. Through acculturation, it is possible that their beliefs about ELF and ENL shifted.

Another potential reason for this similarity may be the product of the halo effect, where the presentation of ELF as a concept (which skewed positive, despite criticisms of ELF such as Park & Wee’s (2014) paper) possibly affected participants’ perceptions. In addition, a good deal of the ELF literature presents ELF an antihegemonic light, where it will ‘break down the stranglehold of linguistic imperialism’ (Soruc, 2015,

p.248) or ‘shed the straightjacket of English as a native language’ (Seidlhofer, 2004, p.212). Therefore, giving a negative opinion on ELF, particularly voiced by a "native speaker" who exists in a hegemonic position, would likely come off as supremacist – a characterization that participants would not appreciate. Therefore, it is possible that "native" participants voiced a positive opinion of ELF to avoid such characterizations. This particular reading of the data is unlikely – the participants gave their genuine thoughts – but should be mentioned, nonetheless.

5.5 Implications for teaching and future research

The previous sections can be summarized as follows:

- Integrating ELF phonology and “non-native speaker” pedagogic models is beneficial to students, as it builds confidence and teaches accommodation strategies through building an awareness of ELF communication.
- This same principle can be applied to the inclusion of ELF texts into lessons. Texts that translanguage or use ‘direct translations’ from other languages into English can be used to reinforce and practice traditional EFL reading strategies while also building students ELF awareness.
- Despite the value of ELF aware teaching, it must be done in concert with other EFL skills. While it is a rather straightforward notion, previous discussions of ELF awareness (see previous mentions of Kiczkowiak & Lowe, 2018) have envisioned it, in part, as a set of skills. When it comes to teaching in the classroom, teachers themselves should decide *how* and *how much* class time should be devoted to teaching ELF skills. This ‘dilemma’ (Soruc & Griffiths, 2015, p.40) of balancing different practices in a particular classroom can certainly be a tricky one. Solving this dilemma, however, involves an awareness of students’ needs, particularly in regard to their L2 identities (Norton, 2014; Soruc & Griffiths, 2015), alongside flexibility when it comes to perceived “errors” (Kuo, 2006; Jenkins, 2012). Often, though, larger contextual factors outside of teachers’ and teacher-managers’ control will favor traditional practices. Addressing these contextual factors, particularly, would come from a more ELF aware means of assessing students (see Chopin, 2015, Newbold, 2015, and Jenkins, 2020 for frameworks for ELF aware testing)
- Teaching ELF skills should be done *after* a basic level of proficiency has been established. There should be a Standard English foundation upon which ELF skills are built. Building an ELF mindset and skillset comes about by first noticing the differences between Standard and ELF communication and evaluating those differences critically. Therefore, familiarity with the Standard orthodoxy, to some extent (again, that extent is decided by the teacher and students), is required before the ELF heterodoxy is brought into the classroom.

- As definitions of ELF have developed, “native speakers” have become more included in theoretical discussions of the topic. For many reasons, however, “native speaker” teachers hold nearly identical beliefs about ELF and ELF teaching when compared to their “non-native speaker” colleagues. Therefore, future ELF research, particularly in the field of teacher development, should include “native speakers” when possible.

5.6 Limitations of this study

The relatively low number of workshops limited the participants’ exposure to ELF. Many participants cited this issue specifically in the interviews. With more workshop sessions, participants could develop a deeper understanding of ELF and give more specific suggestions for integrating ELF into their lessons. While participants did state that they felt they understood ELF well enough, they noted that providing them with additional academic literature about the topic would have deepened their understanding. Similar studies (such as Sifakis & Bayyurt, 2015; Soruc & Griffiths, 2015;2021) on ELF teacher development included more sessions over a longer period of time, but this limitation was due to the shorter timeframe of the MA dissertation program.

The number of participants dwindled quite consistently as the workshop progressed. This attrition limited the total amount of data that could be collected from this study, which in turn limits the scope of this study’s results. Mackey and Gass (2022) note that due to the commitment of keeping a journal often can induce the mortality effect. To mitigate this, the researcher took Rose, McKinley, and Brigg’s (2020) suggestion of including ‘specific guiding questions [that] can also help participants to focus only on the constructs of interest’ (p.354). There are many potential causes of the mortality effect occurring in this study. Primarily, the time of year when the study was conducted (June and July 2022) was bookended by the Kurban Bayram holiday, the largest Turkish holiday of the year, and end-of-year exams. This affected all participants, regardless of their teaching context, as many of the participants had extra duties to help their students prepare for their exams. Secondly, due to the online nature of the study, the researcher lacked established relationships with the participants, making it more likely that some participants would drop out of the study as it was progressing.

5.7 Areas for Future Research

Findings from this study also leave three apparent opportunities for future research. Due to the constraints of the MA TESOL dissertation program, the teacher development workshop was generally short. Participants also pointed out the utility of literature focused on ready-made ELF-aware lesson plans, such as Kiczkowiak and Lowe’s (2018) book. A longer workshop, with participants receiving extended time with this material, would provide a more in-depth evaluation of the material while also looking into a more

deeply ELF-integrated curriculum. While it was a secondary research aim, this study did not determine any real differences between the beliefs of NESTs and NNESTs regarding ELF and ELF-aware teaching. The ”native speaker” construct has been a fixation of ELT since its inception but has been steadily deconstructed over time. The lack of difference in beliefs about ELF is simply another reason that the construct is a fiction. It is much too early to make any generalizable claims regarding this idea, so further study on NESTs' beliefs about ELF is necessary, as their perspectives have been sorely lacking in ELF research. Finally, this study focused more so on reading and listening lesson plans, as ELF-awareness was more easily integrated into receptive skills in the participants' teaching contexts. Similar research into lesson plans that focus on productive skills would help to compliment the findings from this study.

6 Conclusion

In this paper I have presented several implications for ELF aware teaching, teacher development, and broader research. By conducting the teacher training workshops, participants were able to engage with concepts from ELF literature, as well as literature more focused on ELF aware teaching, and reflect on their beliefs and classroom practices. I have also presented an account of these beliefs and how they were applied to teacher practice. In this final section, I will sum up what I have learned thus far, and present additional questions that could be addressed by other researchers.

The teachers and teacher-managers who participated in this study were generally knowledgeable about ELF or understood it quickly after being exposed to it. They were able to appreciate their own teaching context as one where ELF is used in and out of the classroom. Rather than being a conscious choice of teaching *either* EFL or ELF, participants were in agreement that ELF would *inevitably* come up in the classroom. This would occur either through NNEST English use, which participants said could become non-Standard at times, or through interaction among the diverse groups of students the participants teach. Therefore, there was a particularly positive response towards the notions of intelligibility, "non-native" pedagogical models, and translanguaging. Exploring these concepts from the perspective of the academic literature allowed participants to 'give a name' to their beliefs about themselves as "non-native" teachers, which allowed them to see themselves in a new and more positive light. "Native speaker" participants reported similar beliefs as their "non-native" colleagues. As participants believed that ELF was unavoidable, they found ways to integrate it into their teaching. Despite this, ELF integration was done with the understanding that more standard EFL teaching must be prioritized, due to contextual factors such as scheduling and more Standard English-focused examinations. This manifested particularly when it came to more ELF-aware lesson plans focusing on lexicogrammar, which participants almost entirely rejected as potentially confusing, which could lead to lower exam scores. While this may appear disheartening, it is simply a confirmation of Hamid and Baldauf's (2013) point that ELF-aware teaching and materials are most effective when they are developed locally, by teachers that are familiar with the idiosyncrasies of their teaching context. As the participants worked in institutions where Standard English use (particularly in writing) is necessary for their students' success, it is only natural that this is the area where resistance to ELF-aware teaching was most apparent.

When participants adapted lesson plans to become more ELF-aware, there was a focus on using more traditional EFL methods (explicit vocabulary teaching, quizzing students on a previously learned aspect of grammar) but applying them to an ELF text. This led to the most "natural" balance between EFL and ELF teaching, as participants were able to raise their students' awareness of ELF (which can benefit

students in many ways – see above) as much as necessary, while also meeting other teaching goals related to more traditional EFL learning and wider curriculum goals. This *win-win* approach to ELF-aware teaching has been documented in previous studies, namely Sifakis and Bayyurt's (2015) pilot study, where 'learners could gain from becoming ELF-aware, without this necessarily influencing the way EFL is taught in a country like Turkiye' (p.482). They, along with others such as Park (2012), have noted the benefits of integrating ELF into classrooms in expanding circle countries (such as Turkiye, where both this study and Sifakis and Bayyurt's were conducted), and teachers' enthusiasm of such an integration. This was due in no small part to Mezirow's transformative approach in the teacher development workshops, as the consistent reflection and focus on the participants' own teaching context allowed them to challenge themselves and reformulate aspects of their own practice. Therefore, ELF-aware teacher education, especially when an approach such as Mezirow's is adopted, can lead to effective outcomes (Sifakis & Bayyurt, 2015).

What I found from this study was that transformative ELF-aware teacher development is largely beneficial, particularly for teachers in universities or international schools, as it makes them aware of their students' need for ELF awareness. Students in these types of institutions are in or will join the world of internationalized EMI universities, where they need strong ELF *and* EFL skillsets to succeed. Based on the lesson plans made by the participants, a focus on EFL methods with ELF pedagogic models appears to be a *win-win*: a means to achieve both ELF and EFL learning goals in tandem. Therefore, an ELF-text-focused approach to ELF-aware teaching is a possible effective means of integrating ELF into EFL.

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9. Appendices

Appendix: Questionnaire

The following questions will collect information on your educational and professional background, along with your beliefs about the phenomenon of English as a Lingua Franca.

1. What is your name? (Note: You will be assigned a pseudonym for the remainder of the study)
2. What is your highest level of education?
3. How long have you taught English?
4. What level of students do you teach (primary, secondary, university)?
5. Have you heard of English as an International Language (EIL), English as a Lingua Franca (ELF), or World Englishes (WEs)?
6. What do you know about EIL, ELF, and WEs?
7. Do you think EIL, ELF, and WEs are relevant to your students?
8. Why or why not?
9. The next part of this study involves your participation in five 30-45-minute teacher development workshops about EIL, ELF, and WEs. Would you be interested in participating, and what times are most convenient for your schedule?

Appendix: RJA 1

1. What did you learn in this session?
2. Has your perspective on ELF changed? Do you have any further questions about the concept?
3. How relevant is ELF in your classroom?
4. What do you hope to learn from this workshop?

Appendix: RJA 2

1. What did you learn in this session?
2. How ELF aware do you believe you are? Why do you believe so?
3. Where would you place yourself on Sifakis' ELF awareness continuum? Explain your reasoning.
4. Imagine a student who made the following error in a speaking activity. What would you assume to be the source of the error? How would you address the error?

   "There are many information**s** on the internet."

5. Would you treat the error differently if it was a writing activity?

Appendix: RJA 3

1. What did you learn in this session?
2. Do you think the material presented in today's lecture was useful? Why or why not?
3. Choose one of the lesson plans you did not work on in today's session. What adaptations would you make to the lesson plan? Explain your choices. You can find scans of the lesson plans on the next page.

Appendix: RJA 4

1. What do you think of the lesson plan you wrote in today's session?
2. If you could change anything about the lesson plan, what would you change?
3. How do you think your students would respond to the lesson?
4. How do you think other stakeholders (parents, managers, colleagues) would respond to the lesson being taught?

Appendix: Description of ELF texts

Text	Explanation
Text 1: Dolmuş text: Antalya Tourism Board (Heike, 2021)	The text, presented in the second session of the workshop, is an article from a tourism company in the Turkish city of Antalya, titled *Use a Dolmuş in Turkiye: Rules you should know! (*Heike, 2021*)* This text introduces the term *dolmuş* (a Turkish word for a type of local bus) to an international audience. The term is then defined and contextualized by giving reference to the term's historical and modern uses, giving its direct translation from Turkish (*it is full)*, as well as introducing similar terms. Participants agreed that the text uses ELF because the text translangues. In addition, they stated that using texts such as this would help students' improve their confidence when reading, as they would be quite familiar with the topic, while also making them aware of translanguaging. Participants noted that the strategies used by the text to explain the meaning of *dolmuş* (giving the direct translation of the term, giving examples) are easily transferable to other aspects of English communication, meaning the text is also useful from a purely EFL perspective. It should be noted that the type of translanguaging occurring in this text is different from the others in that the text translanguages into Turkish, which is the students' L1 in most cases. Most, if not all, students would know this vocabulary prior to its use in class. Participants noted that seeing their L1 used in an English-language text would spark interest and build students' confidence as "non-native speakers".
Text 2: Sequeira's (2020) *Reading: an advice column* activity proposal	This text, which was presented in the third session of the workshop, is based on Sequeira's (2020) ELF aware expansion of Bowen et al.'s (2014) reading activity. It is sourced from an Australian website (indianlink.com) that is used for Indians to communicate with each other all over the world. When given this text, participants responded positively to its authenticity, while also appreciating that different pedagogical models (in this case, someone from outside the inner-circle countries) are being used. Like the others, this text translanguages (in this case, it uses the Hindi term *apsara*), but does not include any strategies to explain the term. Instead, students would have to rely on traditional methods such as relying on context clues. This theme of using traditional EFL methods alongside ELF material rears its head again. Participants noted that in many ways, the teaching was 'the same'.
Text 3: Kiczkowiak & Lowe's (2018) *Guessing words from context* lesson plan	This lesson plan, also presented in the third session of the workshop, aims to improve students' ability to use context clues to make sense of unfamiliar vocabulary. Like the text from Sequeira, the reading text included in this lesson plan was written by someone from the expanding circle (in this case, Japan) and is also similar in that it was written for a global audience. Like the others, this text also translanguages (in this case, the Japanese term *takyuubin*). However, the text also uses what the participants deemed 'direct translations' from Japanese to English (this includes the terms *barrier free* and *dust boxes)* that participants responded to more negatively when compared to the loanwords in this and other texts.

Appendix: *Affixes are in the eye of the beholder* (Kiczkowiak & Lowe, 2018, pp. 7172)

Affixes are in the eye of the beholder

Presentation

English as a Lingua Franca corpora show that ELF users sometimes use non-standard affixes for word formation. However, as with idioms, this process seems not to be completely arbitrary, but is governed by certain rules:

- An ELF user might use a different prefix to create a negative adjective form (eg ***un****possible*) to the one which might be used by a 'native speaker'. While different, this prefix *can* be used to form negative adjectives.
- In other words, it could be argued that the speaker is simply exploiting an existing language rule, rather than inventing something that does not follow any rules or that does not make sense.

Even though we (or other ELF researchers) would not suggest you *teach* these different forms, we think it is important the students are aware of the fact that, if they follow certain affixation rules, even if diverging from the codified standard, they will still get their message across.

This, we feel, can give some learners the necessary confidence to use the language effectively and successfully.

You will need an example that introduces non-standard affixation (there are two dialogues on page 72) and may like to use a table like the one on page 72.

Procedure

Lead-in

Ask the students to read the dialogues.

Set a simple gist task. For example:

- *Who are the speakers?*
- *What are they discussing?*

Have the students ever taken part in a similar discussion?

Reading

The students read the dialogues, and you get feedback.

Discussion

Ask the students to focus on the words in **bold** and discuss:

- *Are these the standard forms of the words?*
- *If not, what would the standard forms be?*
- *Why do you think the person used a different word from the standard?*
- *Do the different forms still make sense?*
- *Do they follow some English word formation rules?*
- *Do these forms affect understanding? Why (not)?*

Affixes are in the eye of the beholder

■ **Extension**

Tell the students they are going to complete a table like the one below.

Then give them several additional words, and ask them to complete the table.

■ **Reflection**

Ask the students to discuss these questions:

- *Have you ever made similar mistakes? How did it make you feel?*
- *Is it more important to be correct, or to communicate successfully? Why?*
- *If you're not sure which word form is correct, which word formation rules discussed today can you use, to make a logical guess?*
- *Would it be better not to use the word at all (so you don't make a mistake), or make a guess and continue speaking (as did the people in the dialogues)?*
- *Since more and more 'non-native speakers' are using the language, do you think these 'mistakes' will become acceptable and correct in the future? Why (not)?*

Postscript

To further reflect on this, you could ask the students to interview a friend or a relative (or another teacher) on the topic, and share the responses in the next class.

They could also write their opinions on this in an essay.

It is important that they get away from judging any deviation from standard 'native speaker' speech as an error, or mistake, or incorrect/wrong language use.

Dialogue 1

Professor: So, as you can see from the data, there was a significant **increasement** in the number of gun-related deaths in recent years …

Student: [raising her hand] How big exactly was it, professor?

Professor: Let me see … It was … an **increasement** of exactly 20%.

Student: This is quite a lot. And what do you think the **increasement** was due to?

Professor: There are probably several factors, but …

Dialogue 2

Luisa: So, let's look at the levels of **approvement** that the rival candidate has at the moment …

Sara: The latest poll done by the government shows it's pretty low.

Oscar: Yeah, but last time it turned out to be rather **irreliable**, you know, so I'm not sure if we can trust it.

Luisa: You might be right. The public opinion is a bit **impredictable** at the moment.

Word + word class	Standard form	Other affixes for this word class
Approvement (noun)	Approval	-ment, -ness, -ity, -tion

Appendix: *Negotiating Meaning* Lesson Plan (ibid, pp. 84)

Negotiating meaning

Presentation

One of the most common topics raised in ELF research is the idea of 'negotiation of meaning', in which speakers can ask for clarification, paraphrase another speaker's ideas, or otherwise use their linguistic resources to clarify and understand the ideas and topics under discussion.

This activity will help you encourage your students to use paraphrasing:

- to make their ideas clear;
- to clarify the ideas of the person they are speaking to.

You will need copies of the dialogue opposite for the students, and to prepare some cards like the ones opposite.

Procedure

Lead-in

Ask the students to think of a time when they had trouble communicating in a foreign language.
Write some ideas on the board.

Put the students into groups to discuss:

- *How could the miscommunication have been avoided or resolved?*

Write some of their ideas on the board.

Discussion

Show the students the dialogue opposite, and ask them to discuss the following questions:

- *What caused the communication problem here?*
- *How do the speakers solve the problem?*
- *What phrases do they use?*

Elicit answers to the questions and write the useful phrases on the board.

Elicit other possible phrases that could be used and, if necessary, supply some more yourself.

Practice

Put the students into pairs, and give each pair some cards such as the one opposite containing a statement with a difficult word and the definition of the word underneath:

- One student reads the sentence as if it were their own personal opinion.
- Together, they use the target phrases and the given definition to negotiate meaning until they both understand the idea.

Dialogue

Chen: You look a little upset. Is everything ok?

Johan: No, I had some trouble at work. My boss reprimanded me.

Chen: Reprimanded? Do you mean you were fired?

Johan: No, I mean I made a mistake and my boss was very angry. He says if I make that kind of mistake again I'll have to look for a new job.

Chen: I see. Poor you!

Sample cards

I think affluent people should give at least 50% of their money to charity.

(Affluent = rich)

I believe that it is imperative we do something about climate change.

(imperative = urgent)

Reflection

Once the students have finished practising with their partner, ask them to think about their own experiences from earlier in the lesson:

- They write a dialogue of the situation.
- This time, they use paraphrasing to solve their communication problem.

They can then read these with a partner.

Postscript

As a follow-up, ask the students to pay careful attention to misunderstandings and negotiation of meaning when they are taking part in, or listening to, conversations in English.

For a week, they should take note of:

- any lexis that was misunderstood, or not understood, by one of the speakers;
- whether the meaning was negotiated;
- how this was done.

They then report on their findings in class.

Acknowledgement

This activity was inspired by the Rikkyo University Centre for English Discussion Class: *http://www.rikkyo.ac.jp/academics/undergraduate/zenkari/edc_faculty/english/*

Appendix: *Why is this speaker difficult to understand?* Lesson Plan (ibid, p. 57)

Why is this speaker difficult to understand?

Presentation

Apart from understanding which pronunciation features are important for intelligibility, so that the students know what they should focus on, it is important to make them aware of which pronunciation features might actually *reduce* intelligibility:

- On the one hand, these would include mispronouncing the Lingua Franca Core features. See page 45 for the activity on the LFC.
- On the other hand, these can also include features which we actually do normally pay a lot of attention to and try to help our students master: reduced vowels and other features of connected speech.

In addition, not punctuating our speech with appropriate *pauses* can also make it more difficult to understand.

For this activity, you will need an example of a speaker who is not very easy to understand:

- Write down which pronunciation features lead to this (eg unusually pronounced consonant clusters; fast connected speech) and note down examples from the recording (make them short, so that they can easily be repeated several times).
- You will also need to prepare one copy of a handout per student: see below for an example.

Procedure

Lead-in

Get the students interested in the topic and do a simple gist listening (ensure that this task is easy, especially if the speaker is very difficult to understand).

You can ask the students to answer these questions:

- *When listening in English, do you sometimes have problems understanding some speakers?*
- *Which speakers or accents in particular do you have problems with?*
- *Is there anything specific that makes these speakers difficult to understand?*

Listening

Give out your handout, play extracts from the recording (several times) with a particular pronunciation feature, and ask the students to complete the third column in the table. This can either be done:

- in phonetic script (if the students know it);
- by writing how the word was pronounced, using the normal alphabet.

After they have finished, the students complete the fourth column, giving a reason why the pronunciation from the third column might cause misunderstanding.

Discussion

When they have finished, ask the students to discuss:

- *How can what you learned today help you understand similar speakers in the future?*
- *How can it help you improve your own pronunciation?*
- *What do you need to pay attention to, if you want to be easily understood in international contexts?*

Reflection

Emphasise to the students that the recording was not chosen because the speaker has a bad accent – nor to make fun of it – but to draw their attention to what pronunciation features are important for intelligibility.

Postscript

Ask the students to find a recording of a speaker they find difficult to understand (or recommend one yourself):

- As much as possible, the choice should reflect how the students will use English outside the class.
- Ideally, the recording should come with a transcript or subtitles, to facilitate understanding.

(For example, TED talks have interactive transcripts: phrases are highlighted as the speaker says them. See: *https://www.ted.com/talks/jaron_lanier_how_we_need_to_remake_the_internet/transcript#t-28767*)

The students listen to the recording at home, and try to analyse it in the same way as they did in class.

Sample handout

Pronunciation feature	Example from the recording	How does the speaker say it?	Why might this cause misunderstanding in ELF contexts?
/v/	vote, vital	/bəʊt/, /ˈbaɪtəl/	Substitution of the /v/ sound with a /b/ sound.
Assimilation and reduced vowels	What did you say?	/wɑtʃjəˈseɪ/	Reduced vowels and assimilation (features of connected speech).

Appendix: Data Analysis Method for RQ 1

Research Question & Purpose	Quotations from Transcripts (Key words are highlighted)	
1. What do Turkish EFL teachers think about ELF aware lessons? Establish a baseline understanding of participants' ELF awareness prior to the teacher development workshop, and then compare with participants' statements about ELF after the teacher development workshop	Adam	'The students talk with people from around the world because the school is so diverse. It's something that just happens' (TDW 1) 'Part of my job is making sure students are ready to go abroad, and can speak English wherever they go. Their professors or teachers might be British or American, but their peers will be from all over the world, meaning that we need to make sure our students can talk to anyone. Lessons that help me do that are important.' (RJA 1)
	Ayten	'I am a non-native speaker, so when I talk there are some differences from native speakers. So we are using ELF in the class – it's unavoidable. We should take the opportunity to use this when we can.' (TDW 1) 'I had a look at the lesson plan about affixes. There is research which suggests that focusing on mistakes might accidentally lead to acquisition of the wrong form. I would probably avoid this and rather not comment on such mistakes when they occur in class. Sometimes other students correct each other. The teacher can take the opportunity and explain that even with the wrong affix the sts were able to understand and therefore the mistake is not as serious as they might think.' (RJA 3) 'I liked the lesson plan. I think we can spare an hour in the module for something like this and then use this strategy when dealing with different texts.' (RJA 3) 'Students often have a negative attitude towards "mistakes". The lesson could help them change their minds and be more confident.' (RJA 3) 'They would benefit from it just like any other lesson. It could create some discussion of ELF uses/experiences. That's why I suggested adding a speaking part following reading.' (RJA 4)
	Katherine	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (RJA 3)
	Sibel	'ELF is relevant in my classroom since I have Turkish, Arab, Western Asian or South East Asian students in my classroom and the nuances they bring into their language learning is something I have been meaning to address in my teaching.' (RJA 1) 'I also try to show my students that there are variations to Lingua Franca according to the regions/country/community is being used by.' (RJA 2)
	Sophia	'The ELF lessons can boost confidence, make students more aware and inclusive' (RJA 4)

Themes	Meta theme	Findings
positivity, *inevitability*, *motivation*, and *identity*	Positive beliefs about ELF ELF can improve motivation by validating students' and teachers' identities as ELF users	Similar to the profile of a "good ELF aware teacher" (positivity, empathetic view towards students and error correction, respect for identities) a la Soruc & Griffiths, 2021 Participants were able to improve their ELF awareness by following Sifakis' (2019) theoretical model. They improved particularly in the "awareness of instructional practice" and "awareness of learning" aspects of the model, as they demonstrated a deeper understanding of their students' needs, and were able to re-evaluate aspects of their teaching practice.

Appendix: Data Analysis Method for RQ 2

Research Question & Purpose	Quotations from Transcripts (Key words are highlighted)	
2. What strategies do teachers use to develop ELF aware lesson plans? Collect specific teaching priorities (such as *how much* ELF should be taught in a particular lesson, and what *aspects* of ELF communication are taught) about ELF awareness	Ayten	'Students often have a negative attitude towards "mistakes". The lesson [on the LFC] could help them change their minds and be more confident.' (TDW Session 3) '[t]he given dialogue repeated incorrectly affixed words a few times. I would feel like "teaching" them. Repeating inaccurate uses might cause fossilization of those uses. I would probably not teach this lesson as a whole but integrate the discussion part with a few examples into a lesson of affixes.' (RJA 3) 'in this lesson, we are using a different kind of text, but the teaching method is the same' (TDW Session 4) 'maybe I would ask them to write a summary of the text or get them to discuss their experiences using airports or going abroad. We usually do that in my lesson so I would probably do that here to – shouldn't miss the opportunity.' (TDW Session 4) 'I think the text is good. It's written for an airport, so anyone could be reading it. Some parts read like a direct translation, so it's a little stiff, but it's still good.' (SRI) 'the students will use English to talk to lots of different people with different accents, so showing them these accents earlier will prepare them better' 'The takyuubin word isn't a problem. The way it's spelled, students will know it's not English. They'll treat it the same as another English word they don't know – it's all foreign language anyways.'
	Sophia	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (TDW Session 3) 'these words [*barrier-free* and *dustboxes*] are like direct translations, from Google. Ok, they make sense, students can probably guess them, but… [*waves hand*]' (TDW Session 4) 'I would teach some of the vocabulary explicitly or get the students to match references to do some grammar exercises, too' (TDW Session 4) 'I have my way of speaking that's not so standard sometimes, and the students get used to it. The same for the other students with different accents, we all get used to it' (SRI)

Themes	Meta theme	Findings
LFC is viewed as helpful, especially with confidence, Students are exposed to many different models of English, Translanguaging is viewed neutrally or positively, and can be included in texts relative easily, Add EFL methods and questions to ELF texts, ELF texts can be useful for the students, ELF texts are for an international audience and include non-Standard English	*LFC* *Pronunciation* *Intelligibility* *Translanguaging* *Listening Strategies* *Reading Strategies* *ELF texts*	Traditional EFL teaching methods and learning aims take precedence over ELF teaching. When teaching grammar, participants rejected a good deal of the non-standard affixes, citing fossilization of "inaccurate" language. Participants had a preference for using the LFC and ELF pronunciation in their lessons compared with other ELF skills. They believed it can inspire confidence in their students. Studies by Zoghbor (2011a, 2011b) as well as Rahimi and Ruzrokh (2016) have shown that teaching the LFC can improve students' ability to decipher "difficult accents". These studies are of particular relevance to this study because they share a similar learning context; Zoghbor studied Arabic L1 speakers, Rahimi & Ruzrokh studied Farsi L1 speakers, and this participants in this study teach students with these L1s. ELF texts may be an effective way to integrate ELF and EFL teaching. An ELF text refers to a text that uses ELF in some way, such as using non-Standard vocabulary (either through translanguaging or terms that are 'direct translations') or non-standard writing norms. Assuming that a text meets the standard of quality for a particular teacher, an ELF text can be effective because it features a mix of standard and non-standard English, and the "standard-ness" can be determined by the teacher.

Appendix: Data Analysis Method for RQ 3

Research Question & Purpose	Quotations from Transcripts (Key words are highlighted)	
Does strategy use differ between teachers and teacher-managers? Compare the perspectives of teachers and teacher-managers about ELF aware lesson plans, and an integrated ELF-EFL curriculum more broadly	Adam	This does sound good for the students because they do and will talk to lots of different people. They need to be able to understand and be understood. (TDW 2) For me, that's fine, but for the exam marker, that means losing points. The problem is, I have to think like the marker when I teach. (TDW 2) For the exam, they need British English, they need RP. (TDW 2) The exam is the most important thing for the students, parents, and us. (RJA 2)
	Ayten	'Students often have a negative attitude towards "mistakes". The lesson could help them change their minds and be more confident.' (RJA 3) They would benefit from it just like any other lesson. It could create some discussion of ELF uses/experiences. That's why I suggested adding a speaking part following reading. (RJA 4)
	Katherine	'I've found it useful for students who are hesitant to talk for the fear of making mistakes. It can help encourage them to speak more comfortably.' (RJA 3)
	Sibel	ELF is relevant in my classroom since I have Turkish, Arab, Western Asian or South East Asian students in my classroom and the nuances they bring into their language learning is something I have been meaning to address in my teaching. (RJA 1) I also try to show my students that there are variations to Lingua Franca according to the regions/country/community is being used by. (RJA 2)
	Sophia	Stakeholders are interested in good results - exam results. The ELF lessons can boost confidence, make students more aware and inclusive but might not fare well with stakeholders if the sts don't perform well in exams. Which means that exams need to be more ELF before (vicious cycle). (RJA 4) As the person who has to decide the pace of the classes, I know how much material we have to go through and how much time we have in a year. This all seems nice but I don't know if we really have the space to fit it in with everything else. (SRI) We have to go really far really fast, from A1 to B2 in like 9 or 10 months. (SRI) They need to be able to write their essays and do their exams, so they need the university English. (SRI)

Themes		Meta theme	Findings
Positivity towards ELF Encouraging Exam's importance Confidence-building Need for ENL Exam's importance Need for academic English	ELF can help Confidence-building Diversity in class Relevant Awareness of difference	Positivity towards ELF, personally Assessment is a priority, ENL writing is a priority ELF's effect on pacing	Participants generally have a positive view of ELF, citing many benefits. Assessments often expect students to use ENL norms (like RP or "academic English") to score well. Adding more ELF lessons can slow down the pace of the class, meaning other intended learning outcomes are not met. Therefore, teachers may need to limit the amount of ELF teaching if it doesn't match up with assessment (washback effect). Tension between ELF and EFL vis-à-vis assessment (see Jenkins 2015; 2020; Chopin, 2015; Newbold, 2015)

Appendix: Data Analysis Method for RQ 4

Research Question & Purpose	Quotations from Transcripts (Key words are highlighted)	
Does strategy use differ between "native" and "non-native" teachers? Compare the perspectives of "native" and "non-native" teachers regarding ELF aware lesson plans.	Adam	'I've been teaching for a long time, and in that time I learned that English is for everyone. So this Lingua Franca stuff makes sense. Us natives are in the minority - English will change whether we want it to or not, so we may as well go with the flow.' (TDW 2)
	Katherine	'I get what they [Seidlhofer] mean. I don't really use idioms anymore because even when people understand the words, they don't really get it because they're from a different culture than me. I like to be clear, so if they don't get the idioms then I won't use them.' (TDW 2)

Themes	Meta theme	Findings
Positive opinion on ELF, miscommunications when using ENL	Consistency with "non-native" teachers	there was no real difference in the NS/NNS beliefs about ELF. I have two ideas about this: the first is that the halo effect played a role here. As I conducted the teacher development workshops, I worked to include criticisms of ELF (its monolithic description of NNS English, for example - I think from Park & Wee 2014) but my presentation of ELF skewed positive. Because a lot of the discussion on ELF focuses on native-speakerism, there is a "social justice-y" vibe to it. Giving a negative opinion on ELF, particularly voiced by a "native speaker", may come off as "prejudiced" or imply a "superiority complex" between themselves and their colleagues. No one wanted to be called racist, so it is possible that "native" participants voiced a positive opinion of ELF to avoid that. Another possible reason is the fact that these participants differ from the stereotypical view of the "native speaker" teacher. Both have lived in Turkiye for a long time, and I know Adam speaks Turkish at home. Therefore, both participants represent a "native speaker" that has integrated rather successfully, and over a long period of time, into Turkish culture. I believe this may also be a reason the explain the similarity of NS beliefs vs NNS beliefs.